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ABSTRACT

This document is an institutional self-study prepared by the Community College of Vermont, a statewide noncampus institution which operates within local communities, providing educational opportunities to all Vermonters regardless of age, finances, geographic location, or previous educational experience. The college operates wholly out of community facilities. Its faculty are community members serving part time. Curriculum design begins with the student: through consultation with local site staff, students draw up "contracts" setting goals and identifying appropriate competencies. Contracts are evaluated through local Review Committees, and degrees are awarded based on skills and knowledge accumulated (including those gained from past work and life experience) rather than on courses taken. Included in this report are sections on the college's past, present and future; students; educational philosophy and learning delivery processes, including contracting and review and assessment of experiential learning; library, physical, and faculty resources; organization and control of the college; finances; and internal and external research and evaluation studies conducted by the college and other agencies. (JDS)

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Community College of Vermont

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Report of the
INSTITUTIONAL SELF-STUDY

Prepared for the

NEW ENGLAND ASSOCIATION
OF SCHOOLS & COLLEGES

September
1975

JC 770 143

REPORT OF THE

INSTITUTIONAL SELF-STUDY

Prepared for

New England Association
of Schools and Colleges, Inc.

by

The Community College of Vermont
P. O. Box 81
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September, 1975

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PREFACE

A glance at the table of contents will reveal that the organization of this report does not correspond exactly with that of the New England Association of Schools & Colleges Self-Study Outline. As surely as the contemporary learning needs of Vermont are broader than those the traditional institutions were established to serve, so also are some of the evaluation needs of the Community College of Vermont different from those the Outline was designed to meet.

At the same time, we have taken pains to ensure that all of the data required of any responsible institution are included here. Moreover, in many instances where the functions of more traditional institutions coincide with those of CCV, we have maintained the Outline format. Where we deviate, we intend that the necessary information be clear and present.

The opening section attempts to place the College in the context of time -- its brief past, its mission and tenets, and its multifaceted futures. It should provide the touchstone for determining whether, in fact, CCV has done what it set out to do.

Thereafter, we have organized the report to mirror the design of the College, itself. There are the students -- whom we serve --, the resources -- what the community provides, and the linking structures of the College staff and procedures -- how we do it. A glance at the picture on page iii may help the reader to see what we mean more clearly. To keep that picture in mind, each chapter is keyed to the appropriate part of the diagram.

A significant number of staff members were involved in pulling the self-study together. Appropriate people were assigned different sections of the report, and a series of meetings and discussions followed. A substantive critique of the first draft provided by several outside educators and by our own staff members not involved with the writing led to the Report which follows.

We wish to offer our warmest thanks to these people for significant contributions to the study.

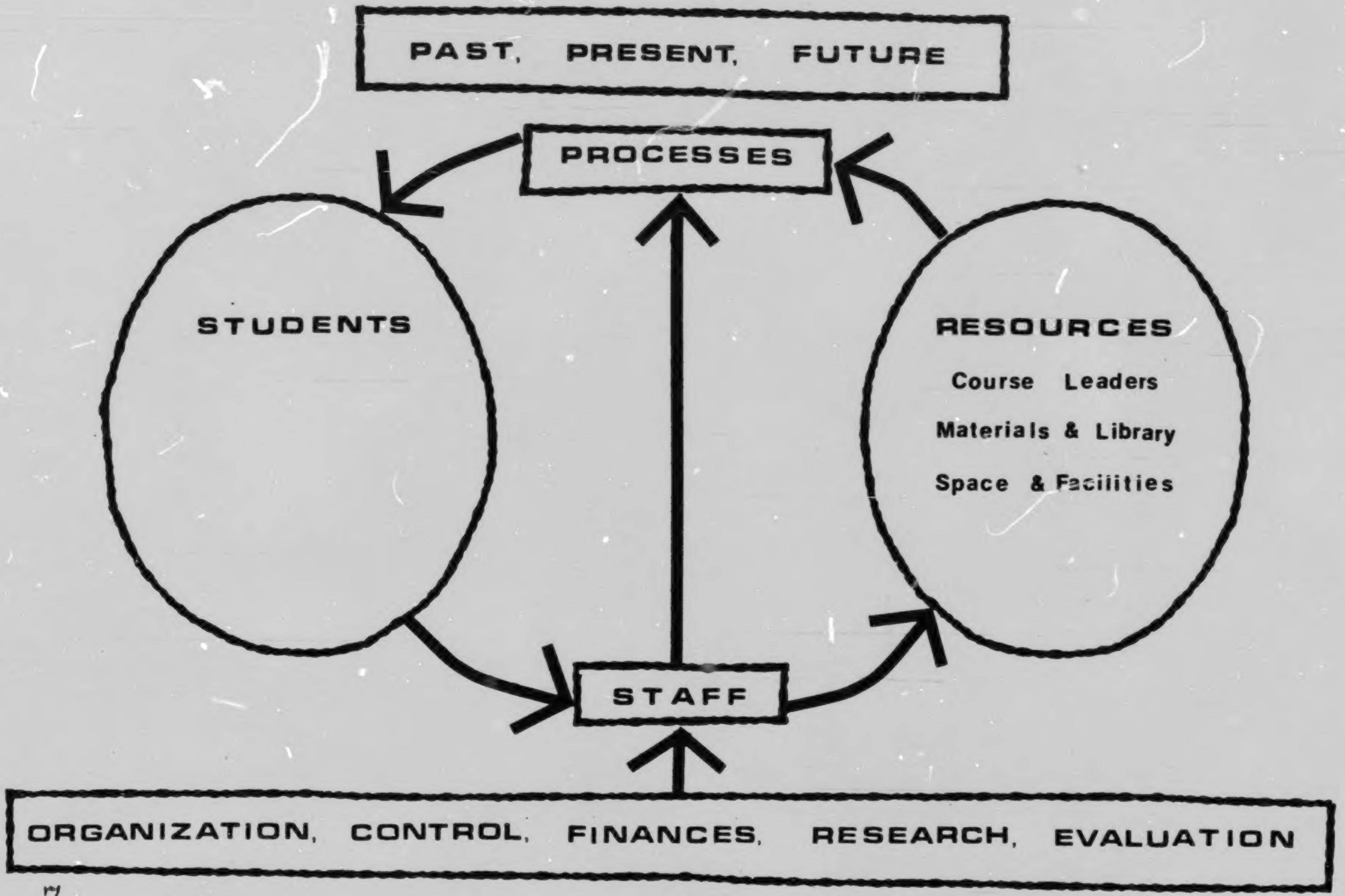
Dorothea Hanna - Assistant to the President for Development
Kenneth Hood - Assistant to the President for Administration
Alice Hooper - Media/Materials Researcher
Anne Lynn - Evaluation Officer
Charles Parker - Director of Administrative Planning & Support
Mary Wade - Student Support Coordinator
Timothy Welsh - Coordinator of Instruction

Our special gratitude is extended to Chancellor William Craig, President Edward Elmendorf, Margery Walker, and Thomas Yahn for their additional advice and criticism which was so tremendously helpful as we put this document together.

Peter P. Smith
President

Laurent A. Daloz
Director, Learning Services

COMMUNITY COLLEGE OF VERMONT



PAST, PRESENT, FUTURE

PROCESSES

STUDENTS

RESOURCES

Course Leaders

Materials & Library

Space & Facilities

STAFF

ORGANIZATION, CONTROL, FINANCES, RESEARCH, EVALUATION

INTRODUCTION

Established in 1970 and now a full member of the Vermont State Colleges System, the Community College of Vermont (CCV) enables Vermonters to continue their education at home, taking courses nearby from instructors who often live in their own communities. The College is open to any resident of the state, regardless of age, financial situation, geographic location, or previous educational experience. CCV gears its services especially to people who have been discouraged in the past by high tuition costs, distance from campuses, family or job responsibilities, and limiting admissions policies.

By providing links between learners and learning resources, by effectively using talent and facilities already available, CCV is able to provide quality education at greater convenience and less cost to the consumer. Classes are held in local schools, offices, banks, factories, churches, and other community buildings.

Course leaders too, are drawn from the community. Hired on a part-time basis, they are generally local people who have full-time jobs practicing the skills they teach. It is thus common to find a secretary teaching office skills, a craftsman sharing his art, a lawyer teaching law, the director of a day care center tutoring students in child development, or a town official teaching a class in local government.

Curriculum design begins with the student. Site offices around the state serve as the focus for a comprehensive analysis of local learning needs. Hence, course offerings in each site vary widely, from welding, home plumbing, and basic automotive repair to psychology, data processing, and principles of management. Serving communities and agencies with special needs, CCV sponsors public forums on topical issues, film festivals, and specific training programs for employees of the state's mental hospital, inmates of the state prison, and residents in rest homes.

While many people take courses purely for enjoyment or to learn new job skills, students interested in a degree may develop individualized study plans in three programs of study: Human Services (for those interested in counseling, teaching, or related professions), Administrative Services (for students seeking office or business management skills), and General Studies (for students interested in areas not included in the other programs). Each student receives personal consultations with trained site staff to draw up a "contract" setting goals and identifying competence appropriate to his/her own area of interest.

Review and evaluation of learning contracts is also located in the community. Each student meets with a Local Review Committee made up of a student, community practitioners, a teacher, and a CCV staff member. This committee works closely with the student and counselor to guide and validate the learning contract. Learning from past work and life experience may also be evaluated and included in the contract. Out of classroom learning experiences are encouraged as are on-the-job training, apprenticeships, and independent study.

When a student has completed the contract, the degree is awarded based on the skills and knowledge accumulated rather than on the number of courses taken. To guide the student and the committee, the College provides written guidelines developed by community practitioners outlining the broad areas of competence required for the degree in each program of study.

As the chart on page iii suggests, CCV works as a linking agent between the learning needs of students and communities and the resources available. It does so through classes, independent studies, and contract learning set in a competence-based framework as well as through the work of staff located in regional site teams throughout the state. Planning, management, and budgeting are thus designed to be supportive of the real work of the college -- bringing learners together with resources.

CHAPTER I

PAST, PRESENT, FUTURE

This chapter will cast CCV in the context of time, summarizing highlights and critical incidents in our past, outlining our present mission and tenets, and setting down goals and objectives for the future. In a final section, we glance ahead to 1980 and sketch several possible "futures" for the College.

The answers to questions posed in the Institutional Self-Study Outline are found here under "College Objectives".

A HISTORICAL SKETCH

In May, 1968, the Vermont Technical Education Commission (VTEC), under the direction of Vermont's Commissioner of Education, Harvey Scribner, was funded by a grant from the New England Regional Commission to study the feasibility of an additional state, postsecondary technical college. In its study*, dated December 14, 1968, the VTEC concluded that the establishment of a single technical institution would neither meet statewide needs nor be financially feasible. The VTEC advised instead that educational opportunities in many broad areas be available throughout the state to Vermonters who needed and wanted further education above the secondary and below the baccalaureate level. The Commission recommended the establishment of a Vermont Regional Community College System.

In August, 1970, Governor Deane C. Davis issued Executive Order No. 27 creating the Vermont Regional Community College Commission (VRCCC) to oversee the pre-planning phase of an OEO grant to establish a Community College demonstration model. Dr. William G. Craig was appointed President of the Commission, and in October, 1970, Mr. Peter P. Smith was appointed Director. Initial staff was appointed in November, 1970.

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* Appendix I, a.

The charge of the Commission and the purpose of the demonstration model project were:

1. To research and demonstrate the feasibility of a non-campus, community-oriented, academic, skill, and professional training program operating within the State of Vermont;
2. To train state level personnel in the effective coordination of education and career programs for the disadvantaged.

The Commission was charged with testing two hypotheses:

1. That education can be taken to the consumer and should meet the expressed needs of the potential student;
2. That many of these educational needs can be met through the utilization and coordination of existing resources.

Nearly eighteen months later, in May, 1972, an evaluation team headed by Sister Elizabeth Candon, President of the Vermont Higher Education Council, visited the Commission to review its progress and comment on the appropriateness of a possible merger with the Vermont State Colleges System. After a rigorous, two day visit, the team delivered a positive endorsement*. Reporting for the committee, the chairwoman wrote:

> "...we find that their (VRCCC's) progress to date has removed the question of 'reasonable chance' (of success)."

Speaking to other educational questions, she added:

> "...VRCCC should be permitted to evaluate the appropriateness of 'credit' for courses and the quality of instructors."

---

* Appendix VII, a.

Later that summer, a subcommittee of the Vermont State Colleges Board of Trustees was assigned to look into the VRCCC's operations and investigate possible avenues of affiliation between the two institutions. After several meetings, the Committee unanimously recommended that the VRCCC become a part of the Vermont State Colleges, Inc.* In September, 1972, the Commission and the Board of Trustees of the Vermont State Colleges both voted to effect such a merger immediately. Consequently, the VRCCC joined the system as the Community College of Vermont in September, 1972.

Although membership in the Vermont State College System certified the College (CCV) to operate in the State of Vermont, the College staff moved quickly to solicit an initial evaluation from the New England Association of Schools and Colleges. In May, 1973, a three member team from NEASC visited the College. After an intensive evaluation, the committee reported back to the Association.** The Community College of Vermont was subsequently granted candidate status in NEASC in late June, 1973.

As a "candidate", the Community College of Vermont continued to espouse the original mandate to the Vermont Regional Community College Commission as updated in the CCV Mission Statement and Tenets.

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* Appendix VII, b.

** Appendix VII, c.

MISSION STATEMENT*

The Community College of Vermont offers educational services to Vermont residents, organizations, and communities which are unable to take advantage of other continuing educational opportunities.

The College uses existing resources to deliver education in response to student and community needs.

TENETS

Through the following tenets, Community College of Vermont seeks to improve the quality of life in the communities it serves:

1. Community College of Vermont operates within local communities.
2. Community College of Vermont provides educational opportunity to all Vermonters regardless of finances, geographical location or personal limits.
3. Community College of Vermont responds to the stated learning needs of students.
4. Community College of Vermont evaluates learning according to demonstrated ability regardless of when, where, or how it was learned.
5. Community College of Vermont delivers educational service through existing facilities in Vermont communities.
6. Community College of Vermont delivers educational service through existing resource people in Vermont communities.
7. Community College of Vermont collaborates with existing agencies, institutions, and community groups to deliver educational services.
8. Community College of Vermont assists in the development of the communities which it serves.

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* Appendix VI, a.

These statements constitute the service vision with which CCV currently operates. As such, they are the goals of the College.

Several other notable events occurred between late 1970 and the summer of 1975. Among them are:

a) Approval of a competency-based format for evaluation of learning and three Associate Degree Programs (Human Services, General Studies, and Administrative Services) by the Vermont State Colleges Board of Trustees;

b) Major funding support from the Carnegie Corporation ($100,000.) the Fund for Improvement of Post-Secondary Education ($750,000.) and the Noyes Foundation ($75,000.);

c) Change magazine, an educational periodical, editorialized on the Community College of Vermont in its June, 1973, issue. Among other things, the editor asserted:

> "It is a clear case of imaginative, if imperfect, performance outrunning the ability of people to grasp its ultimate significance. It would be sheer folly for Vermont to now drop the ball on this highly creative forward step, so essential to its citizens' survival in the seventies. It is without doubt a virtuoso performance. Vermonters, of all people, appreciate good work at a fair price, and they have it here in spades.

d) Since its merger with the VSC, the Community College has enjoyed steadily increasing financial support from the State of Vermont to offset the steady decline of "soft" money. In FY '74 and '75, the College received $50,000. and $175,000. respectively as a separate line item in the VSC budget. In FY '76, the College will receive up to $450,000. as an integral part of the VSC budget.

e) The only major setbacks incurred by CCV have been the reduction of personnel because of financial exigency. As the College has transferred from "soft" federal money to "hard" state and tuition revenues for its operating budget, revenue gaps have forced layoffs at two times and in two places. In July, 1974, the College drastically reduced its Northeastern Regional Site, from eight to two staff members and changed its status to a pilot project. In May, 1975, the Directors of Development and Financial Aid were laid off. The Development Office was closed and the Financial Aid Office's services were successfully subcontracted to Johnson State College. Although these events have been unhappy and unpleasant experiences, the College has survived them and made the transition to "hard" money.

The following timeline lists critical dates throughout CCV's five-year history:

December, 1968	The Vermont Technical Education Feasibility Study.
May, 1970	New Careers Conference urged the U. S. Office of Economic Opportunity to fund a community college demonstration project.
August, 1970	Governor Deane C. Davis issued Executive Order No. 27, creating the Vermont Regional Community College Commission (VRCCC).
1971	Three Regional Offices were established in Northeast, Central and Southeastern Vermont.
June, 1972	The Carnegie Corporation of New York City awarded the College $98,000.
September, 1972	Merged with Vermont State Colleges System becoming the fifth State College.

October, 1972	The VRCCC changed itsname to Community College of Vermont.
	Human Services program approved.
January, 1973	Governor Thomas P. Salmon included CCV in his budget proposal for FY '74.
March, 1973	The Jessie Smith Noyes Foundation awarded $75,000. in financial aid.
April, 1973	The Vermont State Legislature awarded CCV $50,000. for FY '74.
July, 1973	CCV received $110,000. from the U. S. Office of Education for financial aid.
	Voted affiliation with the New England Association of Schools & Colleges, Inc., in the Candidate for Accreditation Category.
	Fund for the Improvement of Post-Secondary Education of HEW granted CCV $750,000. for FY '74 and '75.
	Approved as a National College-Level Examination Program Test Center.
September, 1973	Administrative Services and General Studies Programs approved.
April, 1974	CCV awarded $175,000. for FY '75 from Vermont State Legislature.
August, 1974	Northeast Kingdom Site reduced.
April, 1975	CCV awarded $450,000. from Vermont State College's state allocation.

COLLEGE OBJECTIVES

This section provides answers to the questions in the Institutional Self-Study Outline.

1. Legal Authorization

The Community College of Vermont has received legal authorization from the Vermont State Colleges, Inc. under Title 16, Chapter 72, Section 2171, V.S.A. to offer postsecondary services in Vermont. This authorization currently includes the awarding of the competence-based Associate Degree and Certificate Programs in General Studies, Administrative Services, and Human Services.

2. Objectives in Postsecondary Education and in Relation to Society.

The Mission Statement and Tenets laid out in the first part of this chapter, articulate the College's goals in higher education and in relation to society.

Development. The next part of this chapter, "1980 and Beyond", is dedicated to a discussion of alternative futures for the Community College of Vermont.

3. Post-Graduate Performance

In January, 1974, the College presented Product & Progress*, a short report on the impact of CCV services on its students. In the report, students reported significant personal, economic, and educational gains resulting from their learning at CCV. One academic example was an average GPA of 3.67 of all graduates who continued to a four year school. The data in Product & Progress suggests strongly that CCV is generally successful in meeting its objectives through the programs and processes which it has developed.

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* Appendix II, c.

In order to establish a baseline for evaluation in FY '76, the College has identified one maintenance objective and four developmental objectives. All members of the CCV staff met in July to discuss the objectives and to join task forces for their specific resolution. The objectives are as follows:

a) The Community College will maintain current college programs as outlined in the CCV Policy Handbook* and reflected in the tenets of the College.

> Continuing attention will be paid to the ongoing operating systems of the College. CCV has many programs in place which offer criteria for this monitoring and evaluation.

b) The Community College of Vermont will refine, clarify, and construct (where needed) appropriate management systems for its operations. Areas for attention include Information, Personnel, Management, Entry, and Learning Systems.

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* Appendix VI, a.

In the task force for the Management Systems Project (MSP), chaired by the Director of Administrative Services, Mr. Charles Parker, the College will be analyzing the different existing components, and needed components for each of the major subsystems listed in the objective and suggesting methods for the development and integration of each management system with the College operations.

c) The Community College of Vermont will improve its organizational and professional ability to support individualized education.

The Individualized Education (I.E.) Task Force, chaired by Student Support Coordinator, Ms. Mary Wade, will investigate questions of definition, alternative delivery models, evaluation, coordination of what CCV does already, educational and career counseling, and assessment of learning. Based on the recommendations of this task force, the College will organize itself to better deliver I.E. services. Major resources supporting this project are CCV personnel and experience and CCV's membership in the Empire State College Individualized Education Consortium, funded by the Danforth Foundation.

d) The Community College of Vermont will improve and further organize its competency-based learning systems.

This task force, chaired by Dr. Laurent Daloz, Director of Learning Services, will investigate the learning and assessment system at CCV and recommend improvements and further integration of its components. In its deliberations, Dr. Daloz' group will be looking at CCV Philosophy about learning; Assessment of Learning; Learning Resource System, implementation of new curriculum, review, and assessment procedures; new curriculum development; the role of teacher support in learning systems development; and existing College literature.

e) The Community College of Vermont will assess and improve, where necessary, its relationships with the communities it serves.

The Community Response Task Force, chaired by Regional Site Directors, Margery Walker and Tom Yahn, will be investigating issues of educational and geographical mission for CCV in the communities of Vermont. This task force will develop plans and recommendations for integrating CCV with the Vermont State Colleges External Program Office, improved and increased public interpretation of CCV, improved CCV response to the educational needs of communities, and clarification of CCV's future role as a statewide institution.

TO 1980 AND BEYOND

Two major questions arise when we attempt to look towards the future. First, will the College be successful in maintaining the bases on which it was founded and currently operates? Second what are the alternative futures for the College in Vermont postsecondary education?

Like any organization, CCV operates through a sophisticated and interrelated series of systems. These systems are based on the original mandate to the Vermont Regional Community College Commission to be responsive to the needs of learners and to use existing programmatic, human, and physical resources to deliver postsecondary services. An example of this connection between systems and mandate is our evaluation of learning outcomes. Lacking the traditional "measures" of quality such as faculty, library, and laboratory space inputs, the College developed an organized method for evaluating learning outcomes. It is there, that our determination of quality is made.

If the College were forced to develop a permanent faculty, its responsiveness would be largely limited to their areas of expertise, the needs assessment system would lose much of its importance, and the central necessity for outcomes evaluation would be lost. The College must work hard to keep the allocation of learning resources subsequent to the assessment of learners' needs. Disruption of this sequence would alter the College's service ability and stance dramatically.

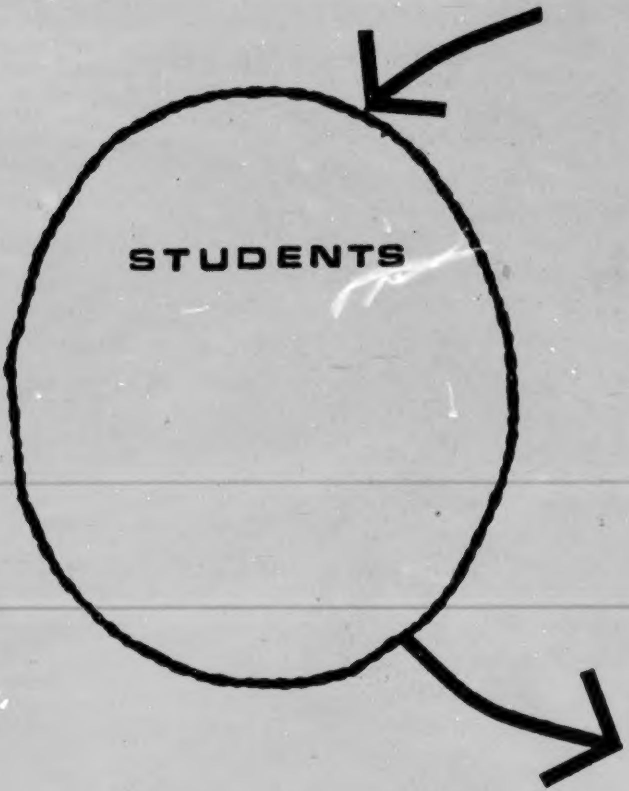
Concomitantly, the College must work continually to preserve its "no cost" relationship to the scores of public and private facilities with which it collaborates to offer learning sites. If, for example, the College cannot maintain a posture of having a program to offer (which demands a community contribution of resources), it would have to increase its budget dramatically to rent learning sites or build learning centers. In either case, the cost implications are negative in relation to our goal of offering low-cost services. Furthermore, in the second case, the creation of a facility would also hinder the College's geographical accessibility and, hence, its responsiveness. Consequently, an absolute necessity for the future is the maintainance of the existing tenets and, indeed, their continued integration (and the College's) into the life of the communities it serves. This is necessary as long as the College's mission and tenets remain basically the same.

CCV currently enjoys a wide variety of alternative futures within its stated mission and tenets. While they are all essentially positive, these futures differ in form and complexity. For better or for worse, the achievement/acceptance of any one of these futures (or a combination of them) is only partly in the hands of the College. For that reason, the College has chosen to maintain a flexible posture in order to respond readily to changing needs. The following list includes possible futures for CCV.

- The Community College will simply expand throughout the state, serving all people and areas where access to postsecondary education is low.
- The Community College as a component of the Vermont State Colleges External Program Office (currently being developed), will become part of a system-wide effort to serve the state more completely.
- The Community College will merge in some fashion with the VSC External Program Office, the State Department of Education's adult education programs, and the University of Vermont's extension programs (ETV, Agricultural Extension, and Continuing Education) to form a distinct service organization for adult learners in Vermont.
- Varieties of educational consortia will spring up to provide services using CCV procedures and systems for their operating base.

It is important to note that, with the exception of the first example, the major question affecting the desirability of the alternative futures is how they are accomplished. Simple expansion is neither economically feasible nor sensible in light of Vermont's need for a statewide, planned approach to higher education. The question then, for all intents and purposes, becomes which (or which combination of) the three "collaborative" futures will occur, and how. If the goals of Vermont Higher Education continue to emphasize access and responsiveness, CCV will be an integral part of the solution.

CHAPTER II



Like any other College, CCV is in business to serve students. During the Spring of 1975, there were 2,123 of them, filling over 3,000 course openings. During the course of a year, the College serves more than 4,200 Vermonters as students and countless more through a wide variety of community activities, including open seminars, film events, and public forums on local and national issues.

Unlike other Vermont colleges, however, CCV is also mandated to serve the special needs of the "rural adult poor" and other adults who lack access to conventional college. Over one third of CCV students are "low-income" Vermonters and more than four out of five lack any other recourse to a college education.

Because this section on "Students" is essentially congruent with the organization of the Self-Study Outline, we have used that format in this chapter.

STUDENTS

1. Enrollment by level and sex

The College defines "levels" on the basis of (a) contracting students -- those who are engaged in the degree process, and (b) non-contracting students -- those who have not defined their educational goals in relation to a degree or certificate.

During the Spring, 1975, there were 280 contracting students and 1,843 non-contracting students. Of the total 2,123 students, 30.8% were males and 69.2% were females.

While the majority of the students enroll in one course per term, we are finding that an increasing number are carrying more classes per term. The following is a breakdown of the number of courses carried by students for the Spring term.

# Courses	# Individuals
1	1,172
2	372
3	114
4	21
5	3

2. Admissions Criteria

CCV's admissions policy is one of open admissions. The College is open to any resident of the state, regardless of age, financial situation, geographic location, or previous educational experience.

Special efforts are made to reach a target group of "low-access" students, defined as those who lack the finances, proximity to campuses, or formal educational requirements for admission to the campus-based colleges. These efforts have included engaging para-professionals and staff members with particular skills and experience working with low-access people. The College has also sponsored special "access groups" that meet in local communities on weekends and for residential periods. These groups define their own learning needs and enlist resources locally to provide the help they need. Such groups provide a non-threatening environment in which students long out of the educational mainstream can build up their confidence and develop basic learning skills for entry into the regular CCV contracting process.

In addition, the College offers a special pre-registration period each term before regular registration which is open to contracting and low-access students.

3. Admissions data

CCV does not have an admissions procedure by which students make formal application to the College. Rather, through the College's outreach and public relations efforts, prospective students are informed of the registration periods and classes to be offered. Students then register for classes at the appropriate time.

Because of the simplified registration procedures and the open admissions policy, the College does not use or have available any information regarding the secondary school standings and standardized test scores for the students. The extent of the personal information requested of students at registration consists of their name, address, telephone number, name of high school, and reasons for taking the course.

The percentage and number of new and continuing students per term are as follows:

	Continuing Students		New Students	
	#	%	#	%
Fall '72	196	19.0	833	80.9
Spring '73	329	33.3	661	66.7
Fall '73	323	35.0	599	64.9
Spring '74	493	34.8	920	65.1
Fall '74	763	45.2	924	54.7
Spring '75	907	42.7	1,216	57.3

4. Graduate Programs

The Community College of Vermont does not offer graduate programs.

5. Admissions "conditions"

Because of CCV's open admissions policy, students are not admitted with conditions. However, in order to receive an Associate Degree from the institution, students must have a high school diploma or its equivalent.

6. Special admissions

CCV deals with the concept of advanced standing through assessment of the prior learning of contracting students.

In assessing a student's prior learning, the College recognizes the learnings acquired by the student rather than the experience itself. These are translated into statements of competence and become part of the degree contract. As a competence-based institution, CCV is concerned with what the student knows and can do, rather than where it was learned or how long it took. As partial evidence of learning, transcripts from other colleges are accepted in most cases.

7. Anticipated changes in clientele

During the next five years, CCV will be expanding to offer educational services to a greater number of people. While we would like to offer comprehensive services throughout the entire state, this is not a likely development within the next five years. Rather, expansion will be accomplished through the development of networks, using third agencies to deliver educational services according to CCV's established procedures. This is discussed further under "External Agencies" in Chapter III. Specific guidelines have been developed.*

8. Financial Aid

Community College follows the federal guidelines for federal financial aid programs. For institutional money, the guidelines are as follows:

- A. The student's income is below Welfare Rights standards.
- B. Student eligibility will not exceed the equivalent of six (6) full-time terms.
- C. Priorities for institutional aid are as follows:
    - 1. Student priorities:
        - a. degree students who are not eligible for federal aid (a degree student is one who is registered for a study-plan workshop or one who has been to a review committee).
        - b. entering, one-course students
        - c. two or more course students who are ineligible for BEOG and can't work on College Work Study Programs.
        - d. continuing, one-course students.

    NOTE: Students who have an Associate Degree (or its equivalent) are ineligible for institutional aid.

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* Appendix II, a.

2. Need priorities:
   a. tuition
   b. books, supplies and lab fees
   c. mileage
   d. babysitting
   e. glasses

D. Available resources are distributed first to meet tuition needs for everyone on the student priority list. Remaining resources are allocated to everyone on the list for books, supplies and fees; then mileage, and so on.

If, at any point on the "need priority" list, resources don't cover a particular need for all "student priority" students the remaining resources will be apportioned among all students on a percentage basis for that particular need. Lower priority needs will remain unmet.

The College doesn't classify students as freshmen or sophomores. During fiscal year '75, approximately ten percent of the students received direct financial aid grants.

Scholarship awards amounted to $79,522.85 during FY '75. Long-term loans are not provided by the College. Term-time employment came to $46,566.70, and a total of $108,310.50 was received by students from non-institutional funds.

9. Drop/Stop-outs

During the Spring, 1975 term, the College attempted to determine systematically why students were "dropping out" of courses during the beginning of the term and "stopping out" for a term after completing classes. Questionnaires were sent to students who registered for a class but did not attend and who took courses in the Fall, 1974 term, but did not register for spring courses.

The results* of the questionnaires revealed that:

Of those who registered but did not attend,

-27% had transportation problems
-22% gave "personal reasons"
-15% had scheduling problems.

Of those who did not register in the spring,

-24% did not see courses that interested them
-20% said they "just wanted a break"
-only 3% reported dissatisfaction with former courses.

The figures were not analyzed by course or program.

10. Graduates

On the next two pages are summaries of CCV graduates by field and date of graduation.

A follow-up study published in early 1974**, provided a range of statistical and anecdotal information about our graduates up to that time. Among other things, it was

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* Appendix II, b.

** Appendix II, c.

DEGREES CONFERRED

Administrative Services

Accounting	1
Office Occupations	4
Marketing	1
Business Management	15
General	3
Business Management - Counseling	1
Sub-Total:	25

Human Services

Education	16
Counseling	9
Child Development	7
Mental Health Technician	7
General	7*
Counseling - Mental Health	6
Counseling - Education	2
Child Development - Education	6
Social Worker	1
Sub-Total:	61

General Studies

Music	1
Recreation	2
Management & Public Relations	1
Forestry	1
Psychology	1
Counseling Administration	2
Police Science	1
Communication	2
Food Service Management	1
Arts/Crafts	5
Liberal Arts	1
Performing Arts	1
Education	2
Graphic Arts	1
Electronics	1
General	4
Teaching & Counseling Toward Community Change	1
Literature	1
Science	1
Community Health	1
Health/Arts	1
Sub-Total:	32

Total Degrees:	117
Total Certificates:	1*

COMMUNITY COLLEGE OF VERMONT

DEGREES CONFERRED

Graduation Summary:

	Date of Graduation	No. of Graduates
First	June 10, 1973	8
Second	March 9, 1974	21
Third	July 14, 1974	28
Fourth	January 26, 1975	26
Fifth	July 13, 1975	35*
	Total:	118*

Program Summary (Calendar Year):

	1973	1974	1975	Total
Human Services	8	26	27*	61
Administrative Services		8	17	25
General Studies		15	17	32
	8	49	61	118*

Program Summary (Fiscal Year):

	FY '73	FY '74	FY '75	FY '76	Total
Human Services	8	12	23	18*	61
Administrative Services		4	11	10	25
General Studies		5	20	7	32
	8	21	54	35	118*

*Includes 1 Certificate

8/25/75

clear that CCV had made a significant impact on their lives and their response to questions about the College's effectiveness was extraordinarily favorable.

To date, substantial numbers of graduates in the Human Services Program have continued as counselors and teacher aides.

Approximately 25% of our graduates have transferred to four-year institutions.

11. Student rights, responsibilities, and refund policies

To date, the College has not adopted a statement of student rights or responsibilities.

Regarding refunds, students who drop a course before the third meeting will receive a two-thirds refund for that course by completing a drop card available from their counselors and teachers. For students who made out a tuition payment agreement, this debt will be cancelled.

The above information is published three times a year in the "Course Lists"*, along with much of the sort of content usually in catalogs or student handbooks, including information on credit, financial aid, tuition, and degree programs.

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* Appendix III, d.

12. Student Services

Through the Student Support System, a wide range of supportive services are provided for students. The counseling staff assists students in making career and vocational choices and provides guidance in assisting students to determine the best means by which to meet their goals.

For those students who have chosen to seek a degree, the contracting process involves many hours of extensive counseling. This contract counseling is provided for students through one-to-one contact with a counselor or through a group experience in a workshop format over several weeks. Under a grant from the CAEL consortium, we have developed a comprehensive set of materials for use throughout the contracting process. The report, describing the materials, is discussed briefly in Chapter VII and is listed in the Appendix*.

In addition to the contract workshops, the counselors offer various group experiences to students. Workshops dealing with such concerns as value clarification, decision-making, and goal exploration are offered. In addition, for those students who are facing difficulty in returning to a classroom setting because of feelings of academic inadequacy, high support group experiences are provided.

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* Appendix III, c.

In addition to the counseling services provided directly by the College, the counselors refer students with special problems to the community mental health agencies for psychological counseling or to third agencies for those in need of remedial assistance.

Because CCV is a non-campus institution, there is no health service. However, referrals are made whenever students have any unmet health service needs. Physical fitness needs are met through physical education classes and special activities, using the facilities of the community public schools.

13. Student involvement in learning environment

Various avenues have been established by which to elicit student involvement in CCV's processes. Through an informal needs assessment system, students contribute suggestions for classes that will be offered each term. In addition, as discussed in Chapter IV, "Course Leaders", students are given the opportunity to negotiate class objectives at the beginning of the term and to evaluate CCV services and course leaders at the end of the term*.

During the 1974-75 fiscal year, a peer counseling program was established. The main objective of the program was to use students to provide initial counseling to other students through a practicum experience. One of the outcomes of the program was that students were more directly involved in the College and provided needed evaluative feedback regarding the quality of student services.

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* Appendix III, i

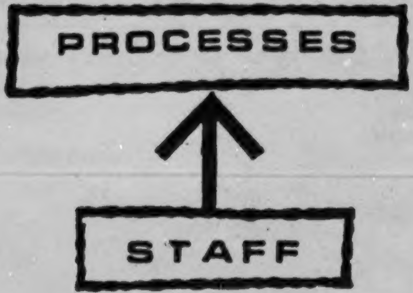
There has not been student governance at the College, nor was any need expressed by students for student government involvement until the Spring, 1975 term. Recently a committee of students began meeting to formulate a process by which student government can be established at the College in the near future.

CCV students participate actively in the statewide "Vermont Student Lobby". They also serve as regular members of every Local Review Committee, have an active part in production of a student newsletter, and are involved in class maintenance activities as well as a range of projects under work-study sponsorship.

And finally, the degree contracting process itself demands that students take an active part in creating the conditions for their own learning. This is a fundamental part of CCV's effort to help students become "self-reliant learners".

CHAPTER III

LEARNING DELIVERY



As the diagram suggests, the concept of "linkage" is fundamental to CCV. The College "delivers" learning by providing links between learners and resources so that the best possible learning can occur in the most convenient and low-cost manner feasible. That is the objective of the learning delivery system.

To do this, it is essential that the College remain deliberately dependent on community resources. At the same time, we attempt to help students to become as independent as possible from our own institution to become "self-reliant learners". Ultimately, we wish to deliver the message that learners and communities alike have within themselves the resources necessary to guide their own growth and development.

Two forms of linkage can be identified:

a) those educational *processes* through which learning is identified, structured, and evaluated, including contract development, student-centered course planning, development of learning program guidelines, non-formal learning structures, and learning contract review procedures;

b) those *staffing patterns* through which learning activities are delivered and supported -- regional site and central office teams of skilled professionals playing a variety of interrelated roles.

This chapter will discuss each of these components. Because "educational processes" corresponds roughly to "academic programs", we have addressed the *Outline* questions after some introductory explanations. As staffing patterns are unique, however, we have gone it on our own.

PROCESSES

This section will describe CCV's "academic program" as we interpret the phrase. It will begin with a brief summary of our basic educational philosophy and go on to describe how it is manifested in the major components of our learning system. The section will then address each of the Outline questions specifically.

CCV's educational philosophy*

The College believes that living, growing people come throughout their lives to take increasingly greater responsibility for their own actions. As an educational institution, CCV is obligated to help people realize that they are the ultimate source of their own growth and learning. We hold the conviction, therefore, that a successful educational experience should help people to become more self-reliant learners, capable of looking objectively at where they are, formulating goals for what they want to become, and acting to accomplish those goals.

We also believe that as people are made up of more than their intellects alone, an educational program should help students develop not merely intellectually but should help them enhance their physical and social selves as well.

Finally, we believe that the ability to acquire and use information effectively is more fundamental than absorption of a set body of knowledge alone.

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* Appendix III, a.

For these reasons, we place great emphasis on helping students to learn how to learn. This involves developing the skills of self-assessment, goal-setting, resource identification, implementation of a plan, and self-evaluation. It also means developing skills and knowledge related to one's whole relationship with the world -- personal, social, manual/physical, and intellectual. Through the identification of a broad set of "areas of competence", and through the contracting and review process, we believe that we have the means for ensuring that this learning does occur.

Contracting and Review

The educational contract* is fundamental to CCV's approach to competence-based education. It provides the form through which students identify and prove their competence. When it is completed, the degree is granted. The contract melds the learning responsibilities of the College with the unique interests and abilities of the student. Rather than detail specific behaviors required as do some competence-based colleges, CCV asks the student to address the broad "goal statements" outlined in the programs and develop her own assertions of competence that relate to each goal. In addition, the student keys to these assertions a description of the setting in which the learning occurred and evidence that it did occur. As the contract is being developed, the student meets with a "Local Review Committee"* of community people for guidance. This group will approve the completed contract before it is submitted for final review to the Registrar and CCV Review Board.

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* Appendix III, h.

To help students develop their contracts, the College offers regular workshops each term and has recently produced detailed materials for use in these workshops. The entire procedure is spelled out in the Contracting, Review, and Assessment Procedures Report (CR*P), and the CAEL Special Project Report, both to be found in the appendix**.

Programs***

At CCV, a "program" consists of a set of guidelines which identify and explain a number of "program goals". These are broad statements of competence which must be demonstrated in order to obtain the degree. A program does not prescribe a sequence of learning or a set of required courses.

The College offers programs in three major areas: Human Services, Administrative Services, and General Studies. Each was developed by a statewide group of practitioners, teachers, and students knowledgeable in the area.

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* Appendix III, j.

** Appendix III, b, c.

*** Appendix III, e, f, g.

As "service" or job-related programs, the Human and Administrative Services programs contain a set of nine "core goals" common to the field. In addition, "study area goals" outline competence to be attained in specific areas of concentration, such as Child Development, Counseling, or Office Occupations. To receive the degree, the student must address in her contract, all of the core goals plus a set number of the study area goals, varying with the particular area. In consultation with the Local Review Committee, the student may elect to combine goals across study areas or make substitutions.

The General Studies Program specifies 20 goals from which the student may select 15. Unlike the other two programs, these goals are not linked to any particular content area but describe competence in social, intellectual, and manual/physical spheres which may apply to the student's own particular area of interest.

As the result of a year-long study*, the College moved recently to simplify and consolidate the degree programs to bring them more in line with our philosophy. During the next year, the staff will be concentrating on implementing the results of the study recommendations.

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* Appendix III, b.

Courses

Regular classes, meeting for 2-3 hours a week for fifteen weeks are the major mode for delivering learning to students. As described elsewhere, they are established on the basis of demonstrated need or demand, and course leaders are taken on an ad hoc basis to instruct.

Because course leaders may not have the academic credentials commonly found on campuses and have been selected on the basis of demonstrated competence in their field, the College places more emphasis on identifying what gets learned than on who does the teaching. Courses are planned in consultation with CCV staff to ensure that these outcomes are expressed as clearly as possible. During the early class meetings, the intended learning outcomes may be discussed with the students and modified or augmented if appropriate. They then serve as a checkpoint for ongoing evaluation as the course proceeds. Toward the end of the course, students write a narrative self-evaluation of their learning, gearing it to the original objectives and identifying any other personal learnings that they may have accomplished. The course leader does the same and both evaluations become part of the student's permanent record*. Grades are not normally given.

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* Appendix III, i.

Independent Studies

This term incorporates a wide range of non-formal learning experiences, from on-the-job training, to special research papers with a reader, to apprenticeships, to volunteer work. It does not include studies carried out before association with the College. All independent studies are planned and evaluated in the same way as are the courses -- learning outcomes are specified, means for implementing are clarified, and evaluation criteria are set and (ultimately) documented*. Students are encouraged to carry out independent studies whenever a course or other formal learning opportunity is not available or appropriate.

Assessment of experiential learning

CCV recognizes learnings that have occurred in prior work or life experience if such learning is identified and documented as a part of the normal degree contract. The College does not assess or document learning for non-degree students.

Assessment of experiential learning is a normal part of the early phase of the contracting process. Because we are competence-based, students translate prior learnings into statements of competence, not credits. Recognition is granted as a part of the normal contract review process.

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* Appendix III, i.

Questions from the Outline - "ACADEMIC PROGRAM"

1. Degrees Conferred

See Chapter II, pages 27 and 28.

2. Certification

We have not applied for certification from any external agency. Nonetheless, when a student's goals include achieving certification, the student is encouraged to develop his contract to ensure that the requisite skills or knowledge are incorporated. In the case of the "Child Development Associate" program and the Mental Health Technician program, CCV's program goals have been designed to take the requirements consciously into account.

3. General Education and Concentration

Both the Human and Administrative Services programs require that the student demonstrate competence in a "core" of general skills, including communication, problem-solving, and working well with others. This is the thrust of the entire General Studies Program*.

The "study area goals" provide focus for concentration in a particular field of inquiry. The first goal in the General Studies Program asks that the student demonstrate "a significant level of knowledge in and about a chosen field of study".

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* Appendix III, e, f, g.

4. Curriculum Review Processes

The College's three programs were developed in 1972 and '73 by "State Advisory Councils" of students, teachers, and people knowledgeable in the three fields. Among the recommendations of the CR*P Report* was the establishment of a standing committee to provide regular review of the programs and contracting procedures.

Regular course offerings are under constant review simply because they are only made on the basis of student demand. Courses that are not accepted are not offered again. In addition, every student is asked to write an evaluation of the course itself, with recommendations for changes. These are used by sites in planning for each new term. In several cases, special groups of teachers in related areas have been convened in sites to make recommendations for new courses, revisions of old ones, and possible sequences.

On the basis of the CR*P Report* recommendations, the College is currently developing a new set of college-wide competence areas for incorporation into the contract process. As we bring these more clearly into focus, we will be able to carry out curriculum planning and review on a firmer, yet broader, foundation.

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* Appendix III, b.

The only new program currently under consideration is a new branch of the Human Services Program specifying a set of "study area goals" in Law Enforcement. It is currently awaiting final touches before going to the Chancellor for approval.

5. Special Programs

Because all contracts are individually designed by students, each can proceed at her own pace. The competence-base removes time restrictions on learning. Within this, the variation among students is considerable.

Some elements of the individualizing process include:

- opportunity for one-to-one counseling
- open access regardless of previous education
- a more effective intake counseling system
- referrals to and from the state's Adult Basic Education program
- special emphasis in course offerings on basic writing skills.

6. Experimental Courses

From time to time, courses are taught by people who are also students. To understand why this is not an important question for CCV, refer to the section on "Course Leaders" in Chapter IV. There is no process for faculty review of courses.

7. Continuing Education

Needless to say, this is central to our entire approach. All courses are given in local communities. Most take place in the evenings, some on weekdays, and a few on Saturdays. In addition, we offer a variety of "community education" opportunities, ranging from a seminar series on alternative energy sources to home insulation workshops and pre-retirement seminars. We also sponsor the "Sunrise Semester" series on TV and have coordinated instructional support for several ETV offerings.

Procedures are as follows:

a) admissions are entirely open to all formal courses as well as all community education "special events".

b) counseling services are available to all students; intensive counseling is available to degree students.

c) recognition for both formal and informal (as well as prior) learning is available as an integral part of the degree development process; as we do not recognize "credits" for the degree, all learning must be assessed and competence validated; students wishing to transfer to other institutions receive recommendations for "credit" based on the Carnegie semester-hour formula.

d) all student records are kept in the local site file, records of transferring students and graduates are kept in a Central Office file.

e) see section on "Course Leaders" in Chapter IV.

f) we assume that the entire community comprises a learning resource; students are encouraged to view the community in this way and to draw on whoever has the information they need; for details, see the section on "Learning Resources" in Chapter IV.

8. External Contracts

We have identified three categories of such arrangements:

a) Short term contracts are generally a single course at a time which is being run and supported by an agency outside of our regional sites.

b) Long term contracts are arranged with a sponsoring agency over a period of several terms and generally will be geared for a particular clientele with a limited subject-matter concern.

c) Sponsorships will be arranged with a broad-base agency outside of our current operating arena and will involve delivery of most of those services which one of our sites currently handles.

Detailed guidelines and specifications are on display in the Appendix*. These guidelines specifically address the questions identified in this section.

9. External Programs

The first part of this question does not apply as we have no "main campus". As to how the College ensures uniformity and integrity of offerings, it should be emphasized that as a competence-based institution, we are concerned primarily with consistency and quality of learning outcomes. We ensure this in the following ways:

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* Appendix II, a.

- college-wide program guidelines for each degree
- a college-wide "CCV Review Board" with membership on Local Review Boards
- learning experiences planned and evaluated in terms of learning outcomes
- careful selection of course leaders, tutors, and committee members.

10. Credit for Other Offerings

As explained above, all learning experiences may be used as a part of the total competence-based contract. Hence, we do not discriminate among formal or informal learning experiences. Rather, the degree development process demands that students identify the learning -- the specific competence -- that derives from their experiences and isolate ways to validate it. The completed contract is assessed as a total unit.

11. Graduate Programs

The College does not offer graduate programs.

12. Institutional Cooperation

As explained in the introduction to this chapter, the College stands on its ability to establish good cooperative linkages with other groups and individuals.

Among agencies with whom we have cooperative association are school systems, other colleges, veterans, extension services, Headstart and child care agencies, PEP/New Careers, Social Rehabilitation Services, vocational centers, the CAEL project, and a variety of other groups.

13. Evaluation

The degree is granted upon evidence of attainment of a specified number of "goals". Summaries are contained in brochures; detailed guidelines* are provided to students on request.

For all college-sponsored learning experiences, CCV views evaluation as an integral part of the learning process. Hence, students are involved in determining outcomes and evaluation criteria at the beginning of the experience. Teachers are encouraged to maintain regular "formative" evaluation during the class. And at the end, both students and teacher share in the development of narrative evaluation statements keyed to the initial objectives.

During the last three years, the College has developed and refined the degree contracting process.

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* Appendix III, e, f, g.

While it has worked well, the CR*P Report* recommended a change to a broader, "content-free" set of college-wide "areas of competence". A major effort will be made during the forthcoming year to develop a strong approach to implementing these recommendations.

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* Appendix III, b.

STAFFING

This section will describe CCV's staffing pattern -- the means through which the processes described above are implemented. We have identified two different levels and functions of staffing. "Delivery" involves direct support given to students or course leaders, usually in the regional sites. "Support" refers to support provided to the field staff and generally involves those in the Central Office. "Staff" as used here, refers only to permanent, full-time employees of the College. It does not include adjunct counselors, course leaders, review committee members, or anyone except those on the permanent payroll.

Delivery

The Regional Site's staff includes a Director, two Teacher Support staff, four Student Counselors, and two Office Managers. Their responsibility is to organize human and physical resources within local communities to create courses and programs to meet the needs of students.

The Director has general responsibility for administering the sites and Central Office and site staff. She also works with community groups to find out who appropriate contacts are, determine interests and needs, and make recommendations to the President's Office on specific training contracts. The Director develops, with her staff, yearly site plans and budget projections.

The function of the Student Support staff is to help students meet their educational needs so that they can make the best use of their learning experiences.

These staff (counselors) administer and monitor the Student Support system and are responsible for:

- devising and maintaining an outreach process;
- orienting students to Community College of Vermont and its educational programs;
- developing and administering a student identity program;
- providing vocational, educational, and financial aid counseling to students;
- assisting students in developing their study plans/contracts;
- assisting in designing educational experiences for students.

The purpose of the Teacher Support system is to ensure that learners learn and teachers teach in the best way possible. The teacher support staff carry out the following functions:

- identifying learning needs and developing course offerings each term;
- recruiting and selecting course leaders;
- orienting and training course leaders;
- coordinating space and equipment for classes;
- evaluating and helping teachers.

A centrally located "Media-Materials Specialist" divides her time among the sites in researching, identifying, procuring, delivering and evaluating films, texts, and special learning materials. Part of her activity involves direct delivery of services to course leaders, and part includes secondary support to the teacher support staff and counselors.

Support

Secondary support includes those services which the Central Office provides to the site staff and in special relationships with external interests.

There are three main components of the Central Office secondary support level.

The President's Office provides leadership and linkage with the external environment. It consists of the President, the Assistant to the President for Administration, Information Officer, and Secretary. Details of these functions are in the section on Organization and Control.

The Administrative Services branch provides financial support and consists of a Director, Accountant, Bookkeeper, and Secretary.

Learning Services is responsible for the quality and effectiveness of CCV's learning processes. Staff include a Director who performs administrative functions and provides leadership in the development, monitoring, and refinement of the various components of the learning system. A Counselor Coordinator carries out a variety of staff development activities in fulfilling the responsibility of maintaining and refining the overall student support system of the College. The Registrar performs a range of admissions and testing duties in addition to normal registrar functions. And the Office Manager holds it all together.

Altogether, there are 24 professional educators on the staff. They are supported by 5 professional clerical people.

CHAPTER IV

RESOURCES
Course Leaders
Materials & Library
Space & Facilities

Because CCV's "campus" is the community, itself, and because the "faculty" does not occupy the same position with CCV that it does in other colleges, we have placed the course leaders in this chapter. Included here, then, are all those repositories of information and service on which the College or students may call for assistance. This includes not merely educational materials and libraries, but all physical facilities and all human resources -- teachers, members of review committees, tutors, adjunct counselors...in short, everyone and everything that is on tap for the thirsty student.

The first part will describe the resource system in general and will detail how a wide variety of materials and resources gets to the student. The next part sketches CCV's use of physical facilities, and the last section deals with course leaders. After a short introduction, that section addresses the questions from the Outline pertaining to "Faculty".

LIBRARIES AND MATERIALS

The Community College of Vermont has no library of its own; the public libraries, assisted by the State Department of Libraries, act as the College's libraries. Because of the rather unique problems posed by not having a library, a campus, and a full-time faculty, the College has concentrated on the development of a resource system rather than a library.

The objective of the resource system is to deliver the materials and equipment needed by students to pursue their learning effectively. Included in this rather broad category are:

- library materials
- human resources
- tools and laboratory equipment
- audio-visual materials and equipment
- materials purchased by the student
- special equipment required for a specialized area of study.

The rural Community College of Vermont student needs a system able to deliver a variety of materials, including independent study guides, textbooks, films, research material, video tapes, and periodical articles. We have extended the traditional library boundaries to include all those learning aids a CCV student needs in order to pursue his/her learning objectives at the College. The degree of success the College has in providing these learning resources is the basis upon which the system is evaluated.

If we are to have a clear picture of the workings of the resource system, questions more specific than 'Do students have what they need?' must be asked. The questions listed below seem to be appropriate ones to ask of the Community College of Vermont resource system:

-What resources are needed by students?

-What resource base does the Community College of Vermont draw upon?

-Are the available resources appropriate?

-Are the resources accessible?

-Do students use the resources?

The bulk of this section will be spent addressing these questions. Before these questions can be answered, however, a brief description of the resource system and its evolution is needed.

When the Community College of Vermont first opened in 1971, little thought had been given to the problem of where and how students would obtain the materials they needed for their learning experiences. The only groundwork laid in the first year of CCV's existence was that low/no cost materials were to be used. To reinforce the no cost aspect of this system, no money was budgeted for learning materials until late 1973. The College still adheres to its original tenet that as a community institution, it should both use and support existing community resources. For example, the

College has only recently acquired its first audio-visual equipment. It has, however, found the resources to ensure that in most of the main towns served by the College a 16-millimeter sound film projector is available through the public library.

The initial hit-or-miss scrounging of resources proved inadequate and in late 1972, a media coordinator was hired to develop the resource system. In 1973, a cooperative library project was initiated to strengthen the relationship between the libraries and the College. Work on this crucial linkage has been continuing ever since to ensure that the libraries are aware of and can meet student needs. In 1973, a materials delivery system, including both non-print and locally unavailable print materials, was developed. The key people in the system are the teacher support staff and the media/curriculum researcher. In addition to duties described elsewhere, the teacher support staff are responsible for location and use of resources on the local level. Their responsibilities range from borrowing space in a local high school to picking up a projector for delivery to a night class to soliciting opinion from students on what materials should be acquired by the local library. The media/curriculum researcher is primarily responsible for materials unavailable locally such as films, books, science supplies, and video tapes.

Included in both job descriptions, as well as in the job title, is an important research function: finding out what is available in a subject area for a teacher who is a practitioner in the field but who may not be aware of the most suitable teaching materials.

On both the local and state levels, the assistance of other professionals, both academics and practitioners, is solicited to enlarge the resource network.

The media/curriculum researcher also runs a small teacher effectiveness resource center. This has been most useful to instructors in the Barre-Montpelier area where the center is located. Teachers from other parts of the state have requested specific bits of information by telephone or by mail, but they do not have the opportunity to browse through the materials at the center in their field. The purpose of the center is to serve as a clearinghouse of materials and instructional suggestions specifically relevant to CCV's needs.

Counselors' responsibility in the resource system has not been described as yet. Their main function is to assist the student in being able to use the system so that their resource needs are met. They also interpret some of the student needs to the coordinators of instruction and the media/curriculum researcher. Input from teachers is gathered as an integral part of the resource needs assessment.

What resources are needed by students?

The problem of determining what resources a student needs for his or her Community College program is addressed by a rudimentary needs assessment system. During the planning phase of each learning experience, information and needs are solicited by the teacher support staff from the following sources:

- students
- course leaders
- on-the-job trainers and independent study supervisors
- community groups, agencies, and institutions
- local advisory groups made up of course leaders, students and other professionals.

Much of the input comes from the course leaders who compile bibliographies and list other needs in their course planning. The counselors are responsible for fielding student needs and for making their own suggestions in the areas of counseling, degree contracting and career education. Other community members are asked for their suggestions when the course leader or independent study supervisor is not abreast of the educational materials available in her field. For example, a practicing accountant may be asked to teach a course on cost accounting, but her knowledge of suitable textbooks is limited.

The media/curriculum researcher would then make contact with several professors at neighboring colleges to find out what materials they have selected. When possible, examination copies would be obtained and the teacher would then make her selection.

The effectiveness of this needs assessment system is limited by the amount of time the teacher support staff can devote to these tasks. The demands are very heavy at the point in the term cycle when course leaders are selecting their materials and resource gathering is an area which is likely to suffer.

What resource base does the Community College of Vermont draw upon?

Although CCV has virtually no internal resources except its staff, it does have access to many resources in the state. The College has no library of its own but it does have an agreement with the State Department of Libraries and eight local libraries to provide library services to CCV students. Our main contact has been the local libraries because they provide an accessible delivery point to students. The differences of size and range of these collections are very great. The Brooks Memorial Library in Brattleboro, the largest the College works with, has a collection of 83,893 books with a circulation of 143,712 books. It is large enough to provide the materials needed by our students in that area of the state.

However, students from other locales are less fortunate; those living in Waterbury, where another of the eight project libraries is located, have access to a collection of 12,869 books (circulation 23,311 books). Several communities where our students live have libraries containing less than 300 books. Many of the volumes in these small collections are of little use to a college student unless they are majoring in murder mysteries with a minor in cooking. Were it not for the excellent inter-library loan service coordinated by the Vermont State Department of Libraries, the College's reliance upon the public libraries to satisfy its resource needs would be unthinkable. Inter-library loan not only opens the holdings of most of the public libraries in Vermont and the State Library to CCV students; it also gives students access to the collections of the University of Vermont, the Vermont State Colleges, and many of the private colleges in the state. In this way, students may obtain the more advanced, technical books not generally found in a small general collection. The College does contribute funds to the local libraries to obtain books that are frequently needed in a course. This both makes needed materials available to students as well as strengthening the community's library.

The library system in the state is able to satisfy many of the print material needs of the College but it does little to meet the non-print needs. Although most of the libraries do have film projectors, none of them have non-print holdings of any significance. The Audio-Visual unit of the State Department of Libraries does have some films but these have not been selected with a college audience in mind. The only in-state media library is at the University of Vermont and it is a rather dated collection of films. Most films used by the College are rented by the media/curriculum researcher from other university film centers such as Pennsylvania State University, Syracuse University, Indiana University, and Boston University.

As the College has virtually no audio-visual equipment of its own, we rely on borrowing equipment from schools, libraries, government agencies and other organizations in the community. With the exception of video equipment we have been able to obtain the equipment we have needed most of the time. Whether borrowing projectors saves the College money in the long run is another question. An inordinate amount of time is spent reserving projectors, picking them up, and delivering them. Some course leaders are unable to perform this function because they are at work when the equipment must be picked up. The amount of money spent on mileage and staff time on projector delivery runs probably exceeds the cost of owning and maintaining a projector. Many agencies have been reluctant to lend video equipment because it is both fragile and expensive.

Specialized equipment required for different courses poses a problem for the Community College of Vermont not faced by most other colleges. With no buildings, it is obvious that we own none of the laboratories, workshops, or technical equipment necessary for many scientific and vocational courses. The College has developed some collaborative arrangements with the regional vocational centers and with the local high schools. Many of the high school plants are new and well-equipped because of the building boom triggered by the union school movement. Another source of technical spaces and equipment is local business. For example, a gas station owner has offered to lend his garage one night a week for an auto mechanics course. The local business machines company gives office machine demonstrations regularly to office students so that they may become familiar with different kinds of equipment. The fact that we are dependent upon others for specialized work spaces and tools does shape our course offerings. We are unable, for example, to offer as many welding or electronics courses as students demand because it is difficult to get access to the equipment. When we are able to get permission to use laboratories and workshops, the equipment is usually more than adequate.

Locating and sharing human resources is one of the functions included in the resource system. In a traditional institution, with a full-time faculty, this would not be needed. However, because the College relies upon community members to teach evenings one term at a time, it must have a good knowledge of what people are available in the community. Since the beginning of the College, the staff has been accumulating information about different skills possessed by local people. Much of this information was stored in people's heads until a very recent attempt to create a human resource bank was initiated. When completed, this project will enable students to locate and use human resources themselves. In this bank will be included those who wish to teach both independent studies and courses for the College as well as those who will act as consultants answering questions students may have about a career and its potential, or about an academic problem.

Materials not available through the libraries, the school systems or the community are purchased or rented by the College. Most of the money budgeted for materials is spent on media rentals, library books, and non-durable materials used by the instructor in class. Students must pay for materials for their own consumption both in and out of class. The classroom materials are selected by the course leaders with the assistance of the coordinators of instruction and the media/curriculum researcher.

Are the available resources appropriate?

The question of the appropriateness of the available resources is an important one for the College to address, particularly in the area of library materials. Results from a teacher questionnaire administered in the Spring of 1975, indicated mixed opinions of the suitability of library materials:

- 34% used the library and found useful materials
- 35% used the library but were unable to locate needed materials or did not use the library because they believed the resources they needed were not available there
- 31% did not feel they needed to use a library.

The high number of people who felt that they did not need the library materials is explained by the relatively large number of hands-on skill courses offered in both the art and business areas. A number of teachers also have their own materials which they share with their students. However, only half of those needing library materials were successful in obtaining them from the libraries. It is not difficult to understand why the libraries find it difficult to meet student needs. The public libraries were established to meet the needs of the general public, not those of an adult student population. The general library user in Vermont has generally requested selections from the Best-Seller List, murder mysteries, gothic novels, cookbooks, and "how-to" books. The local library collections generally reflect these preferences.

The librarians have had extremely limited acquisitions budgets. Many of the 'public' libraries are semi-private, governed by autonomous boards of trustees. In a number of cases, virtually all of their operating budget is derived from their endowment with only a token contribution from local or state sources. Consequently, the libraries have catered to only a small segment of the population and their budgets have been very limited. In a number of cases, libraries have had to rely upon book donations to increase their collections. It has been extremely difficult for the librarians to develop balanced collections and in many of the smaller libraries, the available titles are not those which the librarian would have selected and are not well suited to student needs.

The College has attempted to solve this problem through its library project. For the past two years, funds have been available to strengthen the collections of the local libraries. These funds have been spent very slowly. The difficulties inherent in the collaborative arrangement between the libraries and College and the shortage of personnel to do the footwork to select the books have been serious problems. It has been difficult to elicit specific suggestions from the teachers and students; requests for a basic psychology book are much more common than requests for a specific title. The staff have neither the time nor the training to compile bibliographies based on these vague requests. The librarians have felt that it is the College's responsibility to articulate its needs specifically before the books are acquired. Distance and time have prevented the media/curriculum researcher from compiling the bibliographies for all the libraries involved. Because the book selection process has not functioned as well as it should, the project has not improved the collections of the libraries as much as we had hoped.

The range of media materials available is great because the College relies upon rentals from university film libraries and commercial distributors. There is no problem about the appropriateness of these resources although budget limitations do make some desirable materials unavailable. Each course would receive an average of $6.75 for instructional materials if the budget were equitably distributed among the courses. In practice, some classes have used no materials so that more money has been available to others. As indicated in the section on the College's resource base, the audio-visual equipment, laboratories, workshops, and specialized classrooms are more than adequate to meet the College's needs: it is gaining access to these resources which presents difficulty.

Are the College's resources accessible?

Resources may be entirely suitable for a student but if they are not readily available, they will not be used. The most difficult aspect of developing the CCV resource system has been the creation of an adequate delivery system. Materials must somehow be made available in all of the communities in which courses are offered at a reasonable cost. The libraries are usually conveniently located but many CCV students are not traditional library users and are reluctant to enter them. The task shared by the College and the libraries of making students feel welcome in the libraries must be added to the logistically boggling problem of making the resources available. The College attempted to work on this problem in an earlier library project, but it is difficult to break down the prejudice against libraries held by some students.

As mentioned earlier, the College relies upon inter-library loan to provide the materials needed by our students which are not commonly found in a small general collection. There is no question that many materials are available through inter-library loan but it takes up to two and one half weeks to obtain a book. The librarians are often reluctant to use this service because it is more time consuming for them. Consequently, it is often a slow and discouraging process for a student who needs a book in order to meet a project deadline.

There is no ready solution to this problem short of creating mini-college libraries in each town, a prohibitively expensive alternative. Effort must be expended to ensure that inter-library loan is used where appropriate and that the service is as rapid as possible. Much of the slowness of the service is due to the U. S. Post Office, an agency that CCV has little chance of reforming. An additional tool used to bring library services closer to the student has been Books-by-Mail, a program run by the Department of Libraries. Twice yearly a newspaper-format catalog of books available by mail is published and distributed to every Vermonter with a rural route address. A section on books for Community College courses has been included in this paper. It provides faster service for the students whose needs we are able to anticipate.

The specialized equipment and workspaces, as well as the audio-visual equipment are not as accessible as we would like them to be. Because of the inconvenience of arranging for a projector, some are discouraged from using films in their classes. The College is trying to work out better institutional agreements with the high schools, area vocational centers, and other agencies to ensure that these resources are more accessible to students and teachers. Resource accessibility, not adequacy, remains the most serious problem with which the College must contend. This is true of the research functions which the Teacher Resource Center should provide teachers. Montpelier is accessible only to those in Washington County; those in other parts of the state simply do not receive as much 'resource counseling' as they need. The College is in the process of farming some of the tasks performed by the media/curriculum researcher out to the sites and hiring part-time people to perform these functions.

Do students use the resources?

We have examined the resource needs, the resource base, the accessibility of the resources and their adequacy thus far in this report. The last question is "Do students use the resources?" We do not know exactly how many CCV students have library cards, or how many books they borrow from the library. We do know that 80% of our current students have voiced satisfaction about the materials available to them. In the summer and fall student questionnaires, the College intends to gather data on resource use by students.

PHYSICAL FACILITIES

From the very beginning, one of CCV's cardinal principles has been to make use of existing physical resources whenever possible, thus using all available money for people in the field. Communities served by the College are expected to supply office and classroom space as well as equipment although utility expenses are supported by the College.

Classes are held in schools, churches, libraries, factories, banks, offices, and other public buildings. Graduation has been held on the Vermont State Capitol grounds, and the State Office Building complex has been available for a number of different uses including classes, conferences, Board meetings, and receptions.

The College does rent office space in Montpelier for the use of the President's staff, Learning Services, and Administrative Services. Starting with about one fourth of the floor space on the second floor of 18 Langdon Street at $300/month, the College now occupies all but one corner for a current annual rental of $10,000.

Estimates of the dollar values of the space and equipment donated are summarized on the following page. The College has no plans for additional equipment for its current operation with the exception of trading typewriters every third year. However, it will need to acquire typewriters and files to equip new offices if additional sites are developed.

Summary of Values of Donations:

	Furniture & Equipment	Space	Personnel	Total
1971*	$2,592 1,000 (phone)		1,100	4,692
1972*	7,293 3,000 (phone)	14,299	20,363	44,955
1973*	310	17,471	41,747	59,528
1974		75,000**		75,000
1975		100,000**		100,000

CENTRAL VERMONT REGIONAL SITES

Washington County Office

Union #32 High School
Gallison Hill
Montpelier, Vermont 05602

Central Vermont Office

18 Langdon Street
Montpelier, Vermont 05602

Lamoille County Office

Martinetti Hall - Rm. 16A
Johnson State College
Johnson, Vermont 05656

NORTHEAST KINGDOM REGIONAL SITES

Lyndonville Office

Box 927
Lyndon State College
Lyndonville, Vermont 05851

Newport Office

35 Main Street
Newport, Vermont 05855

SOUTHEAST REGIONAL SITES

Springfield Office

Park Street School
Springfield, Vermont 05156

Brattleboro Office

The American Building
67 Main Street
Brattleboro, Vermont 05301

Bellows Falls Office
Community Learning Center
7 Westminster Street
Bellows Falls, Vermont 01501

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* per audits

** estimated on the basis of 15 meetings per class at $10 each for classes. Balance, donated office space.

Outline Questions - "PHYSICAL FACILITIES"

1. Plant and Equipment

The College does not own plant and equipment other than limited office equipment. Currently there are no plans to acquire any plant and equipment.

2. Physical Limitations on Learning

a) Since the College uses local facilities, students have access to many resources. These have included: computer terminals, typewriters, woodworking shops, local garages, language labs, business machines and the like. Also the College offers courses through Educational Television throughout the state.

b) Historically, the College has been able to gain access to most of the plant and equipment it has needed. In some cases this has required a lot of legwork. In a few cases at certain times, and in certain locations, needed equipment has been unavailable.

c) Since the College serves adults in their local communities, it relies primarily on local activities to serve the extra-curricular needs of its students. Occasionally, the College offers special events which are of local community interest.

d) The College continues to develop cooperative and mutual support relationships with local organizations and groups. As these expand, the College's ability to attract specialized equipment will increase.

3. Pressing Physical Needs

   a) The College's most pressing need with respect to facilities is to minimize the staff time required to locate and schedule them.

   b) Again, as the College's cooperative arrangements expand, the staff time spent on these activities will decrease.

4. Campus

   The College has no campus facility.

COURSE LEADERS

Along with books, materials, and physical facilities, CCV course leaders are considered learning resources. All are hired on a course-by-course basis. None are full-time teachers and some have not taught before their experience at CCV. In most cases, their responsibilities do not extend beyond their own course or independent study workload. They are chosen as much on the basis of skills and knowledge in a specific subject as they are on credentials. Unlike the faculty of a traditional college, they do not constitute a permanent, decision-making body.

1. Characteristics

Because the Fall term is just beginning at this writing, the data is not available. Summaries of "faculty characteristics" will be sent to the readers shortly before the visit.

2. Policies and Practices

Over half of the course leaders each term are actively sought out by the teacher support staff in response to identified need for a course. A large minority approach the College to express their desire to teach. All are selected on the basis of demonstrated competence in the relevant field, reasonable evidence of the ability to teach effectively, and general acceptance of CCV's aims and educational approach. Course leaders sign a separate contract form* for each course or independent study they conduct.

Contracts are renewed if these conditions are met:

a) demand warrants holding the course or other learning opportunity in the following term.

b) the course leader chooses to teach again.

c) student evaluations are generally favorable.

d) regional site staff determine that the course leader has performed satisfactorily.

e) the course leader has completed his/her previous term's work according to conditions specified in the contract. In the majority of cases this specifically refers to the completion of narrative evaluations for completing students.

Policies on course leader pay are specified in the Policy Handbook. Basically, the College pays $15.00 per 2 - 3 hour "session". This usually comes out to $225.00 for a "standard" length course. There are no other monetary benefits. The part-time status of faculty precludes arrangements for "tenure", "sabbatical", or "retirement".

If a course for which arrangements have been made fails to materialize, the contract is not signed. After a course is completed, if it is determined that the course leader's performance was not satisfactory, (s)he is simply not rehired.

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* Appendix IV, d.

There are no specific policies regarding breach of contract, beyond the terms included in the contract, itself. This has not been a significant problem.

3. Criteria for Evaluation of Course Leaders

Course leaders are evaluated solely on the basis of their performance in the learning situation. As learning situations vary widely with the type of subject, characteristics and motivations of students, and style of instruction, however, the criteria must necessarily remain broad. They are as follows:

- Teaching ability

  This includes considerations such as the organization of course content and experiences, flexibility of approach to meet differing learning styles, variety of media and styles used, rapport with adults, and degree to which students participate in designing their learning.

- Grasp of subject matter

  Here are included considerations as to the breadth of knowledge in the field as well as depth. Where skills are employed, there must be indication that the leader has mastered them. Also important is the ease with which the course leader can refer students to associated resources.

- Adaptability to competence-based format

> It is also important for course leaders to be able to plan and evaluate their courses in terms of clear, demonstrable learning outcomes. While CCV does not expect this skill at the outset, we do expect that course leaders will be able and willing to learn.

Teacher Support staff members gather information about teachers from a variety of sources. Students complete evaluations of course leaders at the end of each course*. Staff make periodic observations or participate in classes to learn firsthand of strengths or weaknesses of particular styles or presentations. There is increasing use of questionnaires at mid-term as well. Student counselors maintain frequent contact with students in classes and thus inform teacher support staff of any problems that arise. Narrative evaluations of students written by course leaders also provide a good source of information about a course leader's style and emphases.

4. Faculty Organization

"Course leaders" are defined as all those who sign contracts with CCV to work with one or more students in a structured learning situation. Strictly speaking, there is no further organization than this. Although subject matter categories are used in course lists for students' convenience and although leaders of related courses may convene to plan learning sequences and clusters, there is no formal "organization of faculty" as such. The primary communication channel between teacher and CCV, or among teachers, is the teacher support staff member.

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* Appendix IV, e.

Responsibilities are defined in each course leader's contract. Minimally this includes a statement of agreement to conduct a particular learning experience and to complete course descriptions and narrative evaluations for each student.

There is no graduate faculty.

Course leaders are official members of each student's Local Review Committee. As such, they have considerable influence over the standards of performance expected for graduation.

The State Advisory Councils who developed the College's degree programs also included one-third membership of course leaders. Thus, they helped to establish the criteria for degree programs.

Although not official "faculty representatives", four of the seven members of the CCV Review Board, the final academic appeal board, have taught CCV courses and may be said to understand the unique problems of being a CCV course leader.

5. Duties and Responsibilities

The specific duties and responsibilities of course leaders are included in their contracts*. (See #4 above.)

Service on either Advisory Boards or Local Review Committees is by invitation and by no means compulsory. Instructors are selected for Local Review Committees on the basis of their demonstrated interest, familiarity with the degree process as reflected in their evaluations of students, or by specific student or CCV staff request.

Descriptions of responsibilities for the Advisory Boards are explained either personally by Teacher Support staff at the time of invitation or by letter. Guidelines for participation in Local Review Committees are explained in the "Local Review Committee Guidelines"**.

Site staff hold workshops on evaluation or informal meetings between instructors and students at the beginning of each term and encourage instructors to attend. These are not generally, however, conditions for pay.

6. Teaching Loads...Levels of Instruction

CCV has no policy dictating teaching loads but a general practice of Teacher Support staff is to limit course leaders to two courses per term. The established form of part-time teachers and variability of talents and personalities (and therefore greater choice for the students) within subject category is thus ensured. Course leaders are free to limit the numbers of students admitted to their classes and work with teacher support staff to determine the appropriate number of sessions.

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* Appendix IV, d.

** Appendix III, j.

Type and level of instruction vary, of course, with the particular learning needs and abilities of the student. As degree programs are student-centered and competence-based, the institution has only an indirect hand in determining what those levels or types will be. It is at the degree level, not the course level, where this becomes an important issue.

Research, institutional work, and "outside employment" are not matters of concern in the CCV context.

7. Statement of Academic Freedom

Such a statement is to be found in the Vermont State Colleges Faculty Handbock, Section III, H.*

8. Professional Growth

To improve teaching, teacher support staff work with course leaders in a variety of settings: orientation sessions, face-to-face conference to plan course design, regular workshops in adult learning styles and evaluation techniques, and direct feedback discussions on teaching styles and methods.

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* Appendix IV, f.

During the past three years, there has been considerable growth in the ability of teacher support staff to provide professional help to course leaders. At the same time, greater expectations for proper logistical support and more sophisticated services have led to several obstacles:

a) Course leader time is limited. The full-time professional lives of course leaders leave little time for training seminars in an activity which is "on their own time" anyway.

b) The need to provide direct media and materials support to teachers consumes substantial portions of CCV staff time.

c) Course leaders, educated in traditional systems, do not readily grasp the competence-based idea.

Recommendations for an attack on these and other problems are contained in Chapter VIII.

9. Biographical Data

This is not included here for reasons cited in question #1 above. The information will be sent to visiting team members before the visit.

CHAPTER V

ORGANIZATION, CONTROL,

Looking broadly at CCV's administrative direction since inception, one sees, at best, a mixed picture. On the positive side, the College managed to open and mature -- successfully seeking funding, designing and implementing the operating systems, hiring committed and competent staff, articulating the College's "ways" and successes to interested parties, merging with the Vermont State Colleges, serving ever greater numbers of low-access Vermonters, and making the transition from the start-up phase of the College's development to the ongoing phase. In doing these things, CCV has not only survived, but flourished educationally as a leader in the State of Vermont and, in some small ways, nationally.

However, the administrative road has not been without its bumps, detours, and mudholes. Although, on balance, the effect seems firmly positive, there have been negatives: high turnover of professional staff during the earlier days of the College; an initial lack of commitment to organizational details such as a policy handbook and to associated skills in planning and management; arbitrary and controversial decision-making; a poor financial forecast of college income with serious results. The College has overcome these shortfalls as an organization, but the cost to individuals has, at times, been excessive.

Currently, the College looks at the planning, management, and governance systems as the major adhesive which holds the College together and keeps it focused on its mission. Through these systems we set, act on, and evaluate our expectations of each other and the institution.

The following are answers to the questions in the Outline.

1. Table of Organization

This will be found on page 82.

2. Governing Board

The Vermont State Colleges Board of Trustees is organized under V.S.A. Title 16, Chapter 72, Sections 2171-2180* and holds the ultimate authority for governing the Community College of Vermont. The statute reads, in part:

> "(The Board)...will plan, supervise, administer, and operate facilities for education above the high school level supported in whole or substantial part with state funds; ...The corporation shall own the real and personal property of the...(existing colleges) and of other state operated institutions of higher education which may be established. (Section 2171)

The Board is authorized to plan, supervise, administer, and operate facilities for education above the high school level as described in V.S.A. Title 16, Chapter 22, Section 2171*. These activities include conferring honors and degrees; electing board officers, the Chancellor, College Presidents, financial officers, and all instructors and staff; prescribing the duties, salaries, and terms of all employees; and setting system policy in all events.

Nine trustees are appointed by the Governor with the advice and consent of the Senate. They serve six-year terms. Three trustees are appointed at the beginning of each biennium.

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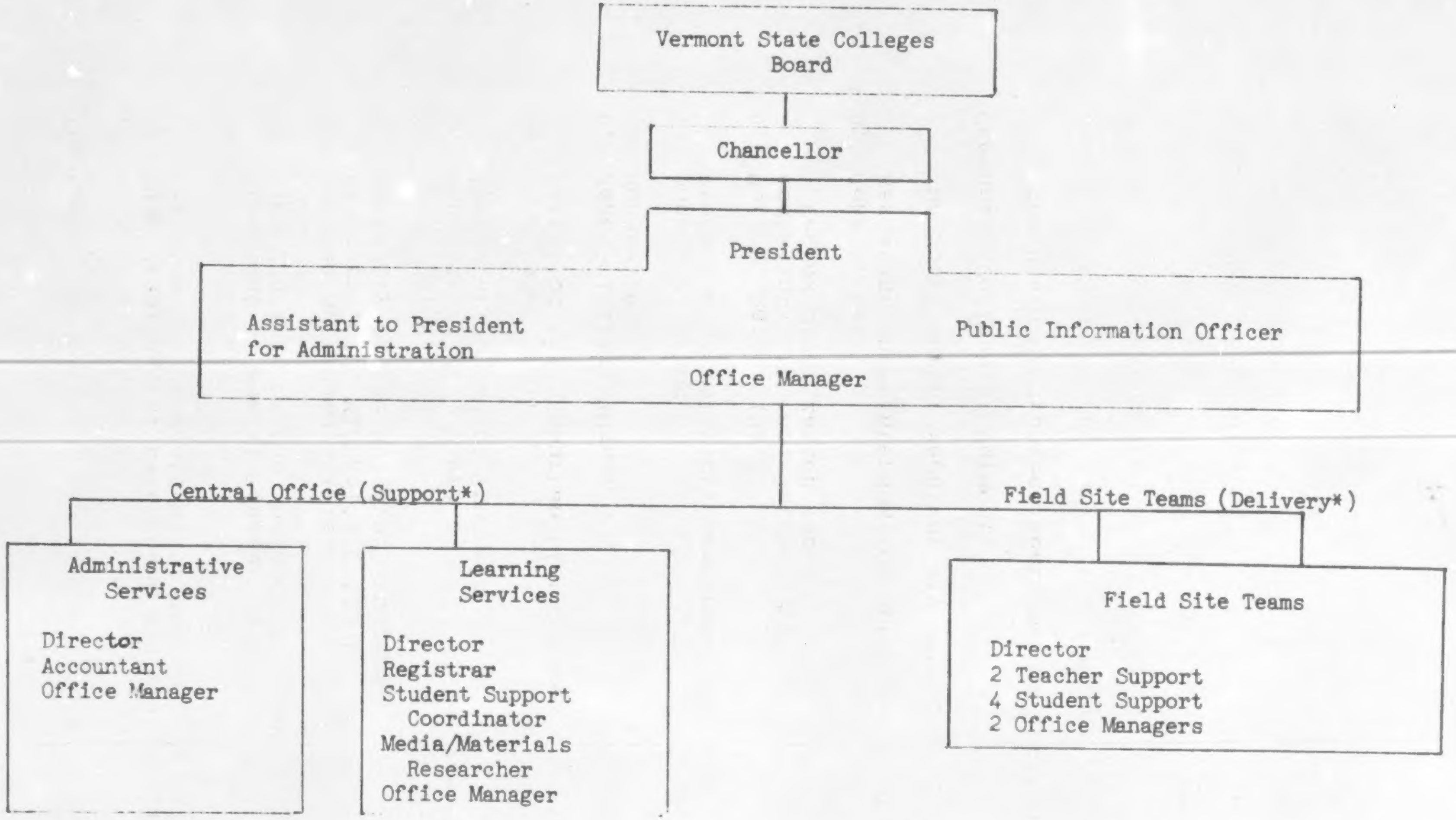
* Appendix I, b.

ORGANIZATIONAL CHART


Vermont State Colleges Board
Chancellor
President
Assistant to President for Administration
Public Information Officer
Office Manager
Central Office (Support*)
Field Site Teams (Delivery*)
Administrative Services
Director
Accountant
Office Manager
Learning Services
Director
Registrar
Student Support Coordinator
Media/Materials Researcher
Office Manager
Field Site Teams
Director
2 Teacher Support
4 Student Support
2 Office Managers

*Support: Activities which maintain the delivery of educational services to students.

*Delivery: Activities which are concerned with the direct provision of educational services to students.

The names, occupations, and titles of the trustees are:

1. Richard H. Wadhams
   Vice President of Lake Champlain Transportation Co., Inc.
   Chairman of the Board of Trustees

2. E. Dean Finney
   President & General Manager of WTWN
   Vice Chairman of the Board of Trustees

3. Maureen A. McNamara (Miss)
   Registrar, St. Michael's College
   Secretary of the Board of Trustees

4. Arthur J. Crandall
   Headmaster, Mill River U.H.S. (Union #40)
   Treasurer, Board of Trustees

5. Ruth Page (Mrs.)
   Editor of the "Suburban List", Essex Junction

6. Janet Gillette (Mrs.)
   Housewife

7. Donald R. Brown
   Professor of Politics, Bennington College

8. Mary F. Taylor (Ms.)
   Assistant Director, Vermont Professional Standards
   Review Organization Inc.

9. John P. Barry
   Assistant Superintendent of Schools - Windham-Northeast

No board member receives any compensation from the Community College of Vermont.

The Board of Trustees meets once a month during the academic year and once during the summer. Approximately 80% of its members attend each meeting.

There are no regularly constituted lay advisory groups serving the College.

The question of a merger between the Vermont State Colleges and the University of Vermont is always with us. However, a bill to this effect was defeated in 1972-73 and no legislative action is pending at this time.

3. Responsibilities of Administrative Officers

The responsibilities listed below are included in the CCV Policy Handbook*.

President

As Chief Administrative Officer of Community College of Vermont, the President is responsible for:

1. The overall administration and achievement of State Colleges Board policies and liaison between the Central Office and College staff - and activities.
2. The overall management of Community College of Vermont operations.
3. The direct Central Office administrative liaison with Field Sites.
4. The administration of Community College of Vermont personnel policies.
5. The overall growth of the institution, including funding, institutional linkages, and liaison with State officials and agencies.

Assistant to President for Administration

As a member of the President's Team, the Assistant to President is directly responsible to the President for the following activities:

1. Developing new relationships with other institutions and colleges.
2. Working with third agencies and special training programs.

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* Appendix VI, a.

3. Supporting developmental activities in existing sites.

4. Developing new programs and projects at the request of the President and Decision Team.

5. Monitoring in-house administrative activities.

Director of Administrative Services

As a member of the Administrative Services Team, the Director of Administrative Services is responsible for the overall coordination of Administrative Services provided by the College as well as the management of the Administrative Services Team.

Director of Learning Services

As a member of the Learning Services Team, the Director of Learning Services has responsibility for the overall coordination of Learning Services provided by the College, as well as management of the Learning Services Support Team.

Field Site Director

The Field Site Director is the Chief Administrative Officer of a Community College of Vermont field program. In this capacity, he/she will:

1. Administer the Program
    - a) Personnel
    - b) Budget
    - c) Planning
    - d) Service Delivery
    - e) Local Public Relations
    - f) Local Agency Contacts

2. Be chief liaison between the President's Office and the Field Site Program.

3. Manage the College as a member of the Decision Team.

4. Selection Procedures for Administrative Officers

All administrative officers, except the President and Business Manager are subject to the recruitment/hiring procedures listed on page 30 of the Policy Handbook*. The exceptions noted above are hired respectively by the Board, with the advice of the Chancellor, and the Chancellor, with the advice of the President.

5. Responsibilities for Formulation and Administration of Instructional Programs.

The Director of Learning Services has primary responsibility for forming and administering the learning programs at CCV. In so doing, he is responsible for coordinating the efforts and expertise of CCV staff, community members, faculty, and students. This system is discussed at length in Chapter III.

6. Policies and Practices with Respect to Administrative Personnel

The Community College of Vermont Policy Handbook* and the Vermont State Colleges Faculty Handbook** describe all personnel policies in detail, including recruitment, selection, and appointment; renewal and termination of contracts; promotion/salary increases; job security, sabbatical and other leaves; dismissal; retirement; pensions; and other benefits and conditions of employment.

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* Appendix VI, a.

** Appendix IV, f.

7. Advisory Councils

The Community College of Vermont has, as a part of its decision-making and implementing procedures, an established College Council which, at monthly meetings initiates and recommends decisions to the College Decision Team. The College Council is composed of five staff members, elected for a one-year term by eligible college staff (all personnel working more than 20 hours a week on a permanent contract, who are not part of the President's Office, the Decision Team, or Director of Learning and Administrative Services).

8. Joint Committees

As discussed in Chapters II, III, and IV, course leaders, students, administrators, community members, and CCV staff regularly participate in program development, evaluation of learning, evaluation of teaching, and evaluation of CCV services.

9. Responsibilities to Statewide Board

The Community College of Vermont is fully responsible for all aspects of its program to the Vermont State College's Board of Trustees.

The Central Office of the VSC has authority, with the Board, for budgets, policy setting, and policy implementation.

To date, there is no master plan for the system.

CHAPTER VI

FINANCES,

Outline Questions - "FINANCES"

The following are responses to the questions posed in the Outline.

1. Institutional Finance Data

All the information needed here will be found in the audited financial statements in the Appendix*.

2. Availability of Information

CCV's financial statements are available to the public upon request. For the most recent published report, see the Vermont State Colleges' Financial Report, dated June 30, 1974 in the Appendix*.

3. Fiscal Status

The College ended FY '75 (ending June 30, 1975) with an unaudited deficit of $88,000. This deficit is being covered by our parent institution, the Vermont State Colleges. It arose as the result of a shortfall in budgeted income, and has been budgeted for repayment in two installments -- one in FY '76 and one in FY '77.

4. Budget-Making Process

1. Program memorandum guidelines are issued by the Chancellor's office (The program memorandum is a general institutional plan and new program plan in a narrative form).

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* Appendix V, a, b.

2. President's office prepares institutional materials.
3. College Decision Team reviews and approves.
4. Program Memorandum submitted to the Chancellor's office.
5. Budget guidelines are issued by the Chancellor's office.
6. President's office prepares institutional budget.
7. College Decision Team reviews and approves.
8. Budget is submitted to Chancellor's office.
9. College Decision Team evaluates current year's plans and budget.
10. College planning and budgeting guidelines distributed to Decision Team members.
11. College Decision Team sets one year College goals.
12. Site plans and budgets prepared following guidelines.
13. Site plans and budgets synthesized by the Decision Team into College plan and budget.
14. College Decision Team accepts College plan and budget.
15. Programs prioritized by Decision Team.
16. Letters of intent to rehire issued.
17. Vermont State College's Board approves various college budgets.
18. Chancellor's office allocates state appropriation.
19. Plans and budgets modified based on College priorities and budget.
20. College Decision Team allocate resources to College programs.

21. Personnel contracts issued.

22. Personnel contracts accepted or rejected by individual staff.

23. Staff vacancies filled.

24. Operations for new fiscal year begin.

The budget information requested is found on the following pages.

5. Fiscal Autonomy

The Vermont State Colleges, and hence, CCV, base their budgets and allocations on a Planning, Programming, and Budgeting System. Revenue generated from within CCV, including tuition and grants, remains the province of the College.

6. Future Funding

In the past five years both tuition and state appropriation have become current income items. Exhibit 2 provides a more complete picture of the College's historical funding sources. CCV has no endowment.

Increased state funds will be needed to cover rising costs. Any expansion in service either in type or location will also require additional state funds.

The College's fee structure is the same for both full and part-time students: $30.00 per course. Tuition was first charged in FY '75 under an anonymous bank-by-mail system. In FY '76, the College went to a regular tuition collection system.

Currently there are no projected changes in the fee structure.

At present, the major concern about the financial situation is how to maintain and expand access in a period of high inflation and tight money.

COMMUNITY COLLEGE OF VERMONT

Budget for Fiscal Year 1976
Approved by the Vermont State Colleges' Board of Trustees

Revenue

State Appropriation		$398,588
Tuition		180,000
Other Sources		48,000
	Total Revenue	$626,588

Expenditures

Instruction		$220,965
Academic Support		155,452
Student Support		60,533
Institutional		189,638
	Total Expenditures	$626,588

COMMUNITY COLLEGE OF VERMONT

Budget Variance Report for Fiscal Year 1975

	Budget	Actual	Variance	% Variance
REVENUE				
State Appropriation	$175,000	$174,000	$ 1,000	.57%
Tuition	70,000	63,832	6,168	8.31%
FIPSE	279,323	279,323	0	0
Other	240,317	130,257	110,060	45.80%
TOTALS:	$764,640	$647,412	$117,228	15.33%
EXPENDITURES				
Instruction	$126,390	$ 96,541	$ 28,849	23.62%
Academic Support	252,224	252,224	0	0
Student Support	137,423	137,423	0	0
Institutional	248,603	256,512	7,909	3.18%
TOTALS:	$764,640	$742,700	$ 21,940	2.87%

Exhibit 2

	FY '71	FY '72	FY '73	FY '74	FY '75	FY '76*
OEO	59,000	250,000	311,948			
Carnegie			43,336	58,722**		
FIPSE				471,511	279,323	
State				50,000	174,000	398,588
Tuition					63,832	180,000
Other		48,470	66,166	44,166	130,257	48,000
TOTALS:	59,000	298,470	421,450	624,449	647,412	626,588

* Budget

** This is the original grant of 98,880 plus interest income.

CHAPTER VII

RESEARCH, EVALUATION

Like most Community Colleges, CCV is dedicated to helping students learn, rather than to "research" in the academic or scientific sense.

As a way to improve our own activities, however, research and evaluation are very much a CCV concern. Moreover, because our structure represents several significant departures from the traditional mode, we have been virtually studied and visited to death by "outsiders" trying to figure out how we do it.

This chapter lists, and briefly describes, some of the major internal and external studies that CCV has undertaken.

RESEARCH AND EVALUATION

In barely over four years, CCV has been the object of more than a dozen studies and evaluation reports. Chief among them are the following:

External Studies

1. The Candon Commission: May, 1972

On the basis of an intensive two-day visit, a VSC-appointed commission made up of Vermont higher education luminaries headed by Sister Elizabeth Candon of Trinity College formally endorsed the concepts embodied in the CCV approach and determined that the College had succeeded in doing what it had set out to do.

2. The Page Report: Mid-1972

Carried out by a subcommittee of the Vermont State Colleges (VSC) Board and headed by Ruth Page, the report served as an umbrella to the more detailed Candon Commission Report. This was the formal vehicle for the recommendation that CCV become the "fifth state college".

3. Initial NEASC Candidacy Report: May, 1973

In this initial visit, the team of William Craft of North Shore Community College, Ralph Gauvey of Roger Williams College, and Donald Lovejoy of Massachusetts Bay Community College, reported favorably, recommending Candidacy Status.

4. UNESCO Case Study: October, 1974

Conducted by Dr. David Kinsey of Harvard's CSED, the study resulted in a lengthy descriptive case study intended to become part of a global project to disseminate information about innovative approaches to the delivery of postsecondary educational opportunities in various parts of the world. CCV was one of a small handful of United States institutions selected for study.

5. Berkeley Study: Throughout 1974. Report dated 1975.

The Center for Research and Development in Higher Education of UC, Berkeley, carried out a comprehensive study entitled Extending Opportunities for a College Degree, Lee Medsker, et al. The purpose was to examine the consequences of innovative programs in terms of cost, effectiveness, and impact on other institutions. CCV was one of the sixteen major participants.

6. Impact Study of 'Contracting Courses': April, 1975

Kathleen M. Rice, a doctoral candidate at U-Mass, carried out a detailed study of the impact on adult decision-making behaviour of the CCV "Contracting Courses". Chief findings were that the CCV structured experiences did have a significant impact and that there is an important area for research in determining modes of teaching such behaviour.

Internal Studies

1. Cost-Benefit Analysis: December, 1972

In late 1972, Charles A. Parker, financial analyst, completed a study of CCV's current and projected cost structures. He concluded that despite intensive support per student, and a mandate to reach a difficult target population, CCV's costs to the state would run at approximately one-third those of the conventional colleges.

2. Product and Progress: January, 1974

Compiled for members of the State Legislature, this little report contains a wealth of statistical and anecdotal information about our impact on students.

3. CR*P Report: June, 1975

To take stock of the effectiveness of the academic program, the Director of Learning Services carried out a year-long "Contracting Review, and Assessment Procedures" study. This culminated in a report which describes and assesses current practices, making a sweeping set of proposals for improvement during the next year.

4. FIPSE Report: July, 1975

As a condition of the FIPSE grant in 1973, an evaluation panel of nationally-recognized educators was convened to oversee a two-year study of CCV's effectiveness. The final report was completed in June of 1975 and affords a unique look at the special qualities and problems of the College.

5. CAEL Report: July, 1975

As a part of its membership in the CAEL Project, CCV carried out a study of the special problems met by students in trying to identify and evaluate competence attained in prior experience. The project yielded a rich set of materials for use with students throughout the degree development sequence. The project has been refunded by CAEL for continuation this coming year.

CHAPTER VIII

SUMMARY

SUMMARY

As the preceding chapters illustrate, the Community College of Vermont is, in many ways, a unique institution, established and organized to serve low-access Vermonters. It is not unique, however, in its strong subscription to a set of tenets which have guided its development and operations to date. These tenets are our best articulation of what the Community College of Vermont is in business to do. To summarize the self-study, each tenet will be analyzed in relation to the information which has been used to evaluate CCV.

1. Community College of Vermont operates within local communities.

   This tenet is primarily focused on the question of access to the College. One of the original hypotheses of the Vermont Regional Community College Commission was that, by delivering postsecondary services locally, a major access barrier would be breached. Throughout its history, this organization has focused on the local delivery of services in Vermont communities. The regional site structure and the rapid growth in student numbers both testify to the general success of CCV in satisfying this tenet to date.

2. Community College of Vermont provides educational opportunities to all Vermonters regardless of finances, geographic location, or personal limits.

   Despite the local nature of CCV, financial, geographic, and personal situations can and do continue to intervene between a potential learner and the College. The College has moved towards these people through several methods; development of a fairly flexible financial aid program, low costs, open entry to the College, special support groups for adult learners, and outreach counseling. Once again, the growth of the College indicates success at a gross level. However, there is room for improvement.

The financial aid system has always suffered from the logistical/communication problems which are natural with a decentralized college. These natural impediments, coupled with pesky federal regulations, which are only beginning to include part-time adult learners and a slow turn-around time for the initial approval of BEOG eligibility, have given CCV fits and cost students access in some cases. The College's new financial aid contract with Johnson State College should do much to alleviate the problems of the past two years. The financial aid office is extremely competent and the pertinent CCV field personnel have the experience to make the program work.

The other problem here has to do with open entry to the College. The College has responded well to many, many learners with diverse needs. However, an important segment of our target population is Vermonters who need either intensive remediation or strong academic support when they enter the College. CCV is continuing to develop its relationship with the Adult Basic Education program at the State Department of Education and is developing additional ways to support learners, such as entry assessment programs, peer counseling groups, student clusters, and varieties of one-to-one counseling service.

While the overall record reads very well, there remains work to do to keep our open door from creaking shut.

3. Community College of Vermont responds to the stated learning needs of students.

The College is proud of its record in this area. CCV does not rely on general market surveys to "tell" the College what to offer. Instead, the professional staff of the College go to the learners and the community three times a year to determine what they need and want to learn next. This needs assessment results in three "Course Lists"*, published in August, January, and May, for the learners in each site. Although it is extremely difficult work, the College stays with learners' needs by going to them continually.

The competence-based learning contract for certificate and degree students and the negotiation between student and teacher which is encouraged in each learning experience are also ways of building responsiveness into the college program. The College has purposely created latitude in its processes so that adult learners may integrate their own educational needs into their courses and programs.

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*Appendix III, d.

Finally, CCV's instructional structure, hiring teachers after the need has been assessed, is intended to ensure institutional responsiveness to learners' needs. This approach places the learner and his needs at the center of college activities and allocates supporting resources in relation to the needs. It is an essential feature of the responsive CCV program.

4. Community College of Vermont evaluates learning according to demonstrated ability regardless of when, where, or how it was learned.

CCV has developed and used a competence-based approach to evaluation since its inception. The College has made great progress in this area and, working with the CAEL Project, has been able to share much of its progress with other colleges in the country. The CR*P report contains the recommendations for needed refinement and improvement of our evaluation system.

5. Community College of Vermont delivers educational service through existing facilities in Vermont communities.

CCV has met with great success in acquiring local public and private facilities in exchange for CCV services.

Virtually all of our office and classroom space is donated. Problems have occurred where technical equipment was needed, and where residency needs were present. The College is currently working with the Regional Vocational Centers and the Vocational Education Division at the State Department of Education to ensure access to necessary facilities. Concurrently, CCV is working with the other State Colleges to provide residency programs where and when they are necessary.

6. Community College of Vermont delivers educational service through existing resource people in Vermont communities.

As indicated in Chapter IV, the College's use of community course leaders works. Moreover, it works not only to foster learning, but also to keep the structure of the College focused on the learning needs of students. It is apparent, however, that far clearer criteria for the selection, maintenance, and evaluation of community course leaders, and a more consistent use of those criteria across the College is needed. The College has sought support from the Kellogg Foundation in recognition of this particular developmental need.

7. Community College of Vermont collaborates with existing agencies, institutions, and community groups to deliver educational services.

The College has been very successful in working with a wide range of existing agencies. Currently, the College is working with the External Programs Office of the Vermont State Colleges to develop "sponsorships" which would extend to other agencies the authority to offer some postsecondary educational services. This is discussed briefly in Chapter III.

8. Community College of Vermont assists in the development of the communities which it serves.

Clearly through opening educational opportunities to individual students where none existed before, CCV is helping communities to develop a richer base of skilled manpower and knowledgeable citizens.

In addition, however, the College provides a variety of services to each community as a whole. These "special events" have included film festivals, educational tours, colloquia on community issues, and public seminars on such matters as alternative energy and pre-retirement planning. The only limit to these activities has been staff time and money. The possibilities and needs are limitless.

In general, the Self-Study has led us to the conclusion that the foundation of the College is basically sound. The administrative and learning systems are in place and functioning effectively. What remains is not basic construction, but rather, a great amount of refinement -- fine carpentry. The house is liveable, and the work remaining, a challenge. We are satisfied with that, and look ahead with confidence and enthusiasm.

CHAPTER IX

RECOMMENDATIONS

Appropriately, the self-study highlighted a number of problems. Some have just become visible, others are already receiving attention from College staff.

In this final chapter are contained the major problems that have arisen and some recommendations for what to do about them.

RECOMMENDATIONS

Problems	Recommendations
DENTS	
· Students seeking vocational and career information often fail to get it.	1 - Develop a more comprehensive approach to such information, both in providing it and helping students get it.
· Students often find themselves in classes with instructors or other students who have incompatible teaching/learning styles.	2a - Develop mechanism for assessing student learning needs and matching with appropriate instructor style. 2b - Improve counseling for students before registration for classes.
· Target population students often find college threatening and difficult to adjust to.	3 - Strengthen existing low-income outreach programs and focus on integration into regular program.
· Students lack a single, simple source of vital information about the College.	4 - Develop a student handbook.
RNING DELIVERY	
· The CR*P report isolated a number of problems in the contracting and review procedures. It made 18 recommendations.	5 - Implement recommendations.
· The CAEL special project report focused on student difficulties in contract development. Extensive materials were developed.	6 - Improve and continue to develop materials.
· The College relies heavily on courses as the primary means of delivering learning opportunity; this does not meet individual needs.	7 - Explore and develop guidelines for a greater variety of independent learning opportunities.

Problems	Recommendations
LEARNING DELIVERY CONT'D.	
8 - While the College professes to be competence-based, many of the courses are not; offerings are not well integrated with competence needed by degree students.	8a - Move to integrate contracting process and competence base more closely with regular course offerings.
	8b - In addition to efforts to acquaint course leaders better with C-B procedures, place new emphasis on helping students learn the skills to create their own learning environments.
9 - Staff express frequent dissatisfaction with lack of role clarity and overwork.	9 - Implement process of job contract and work evaluation.
RESOURCES	
10 - The single, centrally-located media researcher has been unable adequately to assess needs and deliver services; teacher support staff are forced to devote inordinate time to direct media delivery.	10 - Locate part-time media researchers on sites, linked to central ordering service. Through this network, the services could be delivered more efficiently.
11 - Community libraries lack funds to buy the materials necessary to keep pace with shifting student needs.	11 - Continue the library project through which federal funds are made available to local libraries; ensure that matching money is a solid part of the regular Learning Services budget.
12 - Students often fail to take full advantage of the library resources available.	12 - Place special emphasis on efforts to train students in use of local learning resources.
13 - Course leaders who lack basic teaching skills cannot be adequately trained in short time available.	13 - Improve the recruitment and selection process for course leaders.

Problems	Recommendations
RESOURCES CONT'D.	
4 - Lack of individualized learning opportunities leads to high drop-out rates and ineffective learning.	14a - Increase course leaders' access to information about alternative teaching methods. 14b - Provide students with more learning options. 14c - Improve student access to a wider assortment of individualized learning materials.
5 - The need to provide direct media and materials support to teachers consumes substantial proportions of CCV staff time.	15 - Carry out detailed study of the teacher support role and functions to examine where modifications in role or staff support additions should be made.
6 - Course leader time and understanding of competence-based education are limited.	16 - Through recommendation 15 above, determine how to allocate more time and resources to professional training for course leaders.
7 - Competence among course leaders varies widely among courses and sites.	17 - Develop clear criteria for hiring and evaluating course leaders throughout the College in all subjects.

APPENDIX

REFERENCES

All of the documents listed here will be found at the CCV Central Office and are available for inspection. Those with an asterisk are included with this report. Those with a double asterisk will be sent along shortly.

I. PAST & FUTURE

a. Report of the Vermont Technical Education Commission, December, 1968

b. Vermont Statutes Annotated, Chapter 72.

II. STUDENTS

a. Short-Term Contract & Sponsorship Guidelines, June, 1975.

b. CCV Drop-Out Study, May, 1975.

c. *Product and Progress, January, 1974.

d. Peer Counseling Program Evaluation, July, 1975.

III. LEARNING DELIVERY

a. The CCV Educational Philosophy, September, 1975.

b. *Contracting, Review, and Assessment Procedures, Final Report, June, 1975.

c. CAEL Special Project Report, July, 1975.

d. *Fall Course List, August, 1975.

Central Vermont
Lamoille County
Southeast

e. *Human Services Program, 1972.

f. *Administrative Services Program, 1973.

g. *General Studies Program, 1973.

h. Sample student contract.

i. Sample course description and evaluation.

j. Local Review Committee Guidelines, 1974.

IV. RESOURCES

a. Biennial Report, Vermont State Libraries, 1972-74.

b. Summary data from Teacher Questionnaire, Spring, 1975.

c. **Course Leader resumes.

d. Teacher Contract form.

e. Evaluation Form of teachers by students.

f. *Vermont State Colleges Faculty Handbook, March, 1974.

V. FINANCES

a. Audited Financial Statements, CCV, 1971-73.

b. Audited Financial Statements, VSC, 1974.

VI. ORGANIZATION AND CONTROL

a. CCV Policy Handbook, revised October, 1975.

VII. RESEARCH AND EVALUATION

a. Candon Commission Report, May, 1972.

b. Page Report, Summer, 1972.

c. NEASC Candidacy Report, May, 1973.

d. UNESCO Case Study, October, 1974.

e. Berkeley Study, 1975.

f. Impact Study of Contracting Courses, April, 1975.

g. Cost-Benefit Analysis, December, 1972.

h. Product and Progress, January, 1974.

i. FIPSE Report, July, 1975.

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